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ABSTRACT

Results of standardized tests taken by students in the Austin (Texas) Independent School District are reported. Emphasis is on tests developed for the state of Texas, but results from other standardized tests are also reported. In October 1990, 22,443 students in grades 3, 5, 7, 9, and 11 took the Texas Assessment of Academic Skills (TAAS), scoring near state averages and above urban averages and showing an increase in the percentage of students who demonstrated mastery on these criterion-referenced tests. In October 1990 and/or May 1991, 893 students in grades 11 and 12 took the Exit-Level Texas Educational Assessment of Minimum Skills (TEAMS). Austin students ranked first among urban schools on these criterion-referenced tests. In April 1991, 34,676 students in grades 1 through 8 took the Iowa Tests of Basic Skills, while 11,645 students in grades 9 through 12 took the Tests of Achievement and Proficiency. Other tests administered district-wide and reported only at the individual level were: (1) the Metropolitan Readiness Tests (5,695 students in grade 1); (2) the Computer Literacy Test (3,934 students in grade 6); (3) TAAS practice tests (30,150 students in grades 3 through 6); and (4) end-of-basal tests (8,300 students in grades 3 through 6). Students generally scored above the average on national examinations, and continued to show improvement, with achievement of Blacks and Hispanic Americans improving at a faster rate than that of other students. Thirty figures are provided, and nine attachments present 38 pages of tables of results. Five references are included. (SLD)

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Annual Report on Student Achievement 1990-91

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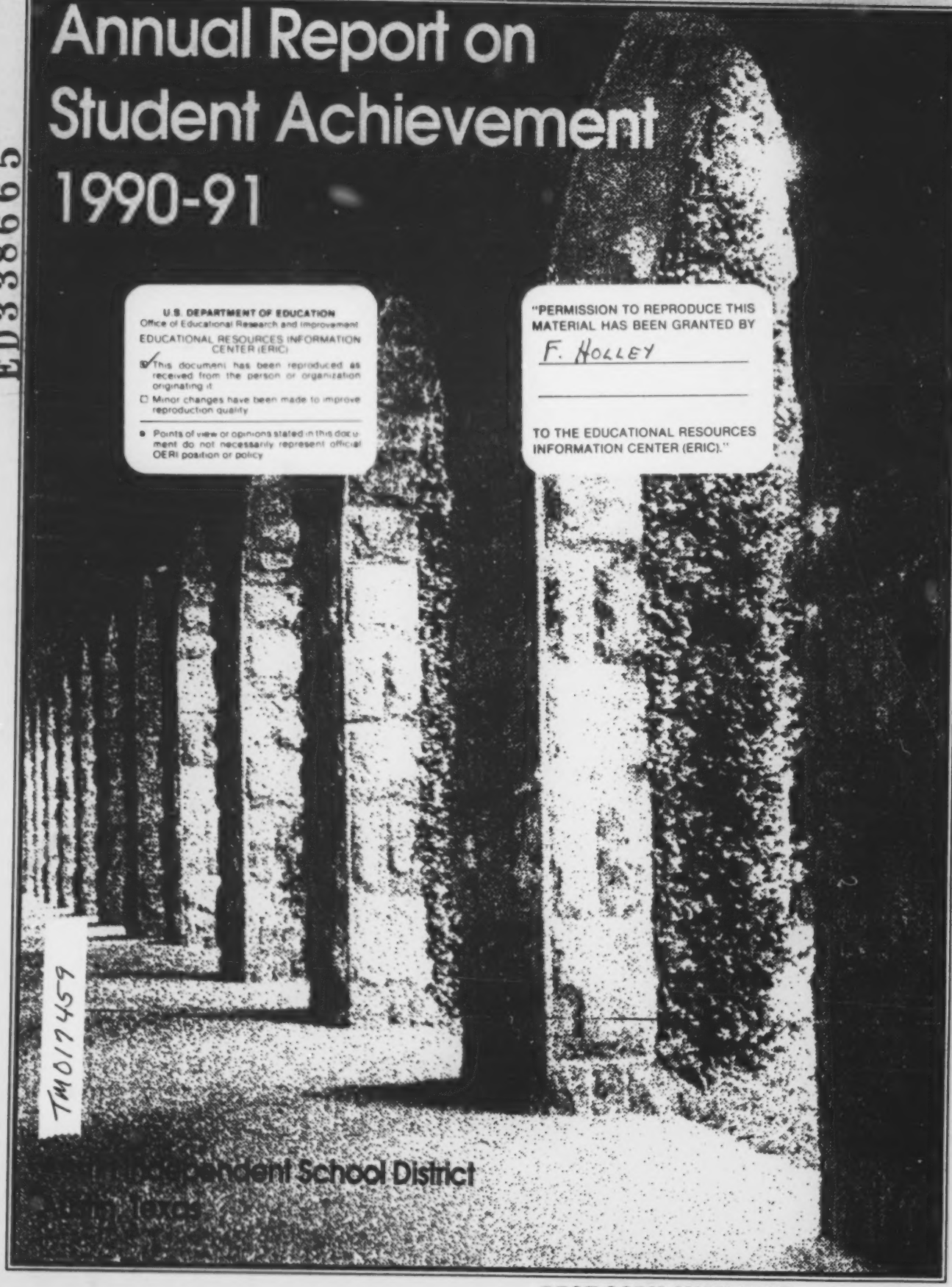

ndent School District

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KEY WORDS

National Average - Standard set by testing across the nation. The 50th percentile is the national average.

Median - The middle score--half the scores are higher, half are lower.

Percentile - The percentage of students who scored lower. The 50th percentile means 50% of the national norm group made a lower score.

Grade Equivalent - The grade and month of school in which a score would be made by an average student. A year is divided into tenths; nine-tenths for the nine months of instruction and one-tenth for the three months of the summer. Example: 7.3 is the score made by an average student in the third month of grade seven.

Composite Score - The combination of the scores of all the subjects. It is only computed for students who took all the tests.

ITBS and TAP Administered in AISD

Students in grades 1 and 2 took these Iowa Tests of Basic Skills (ITBS) subtests:

Word Analysis
(letter and word sounds),
Vocabulary,
Reading Comprehension,
Mathematics
- Concepts,
- Problems,
- Computation, and

Language Skills
(Spelling).

Students in grades 3-8 took these ITBS tests:

Vocabulary,
Reading Comprehension,
Language Skills
- Spelling
- Capitalization
- Punctuation
- Usage of Standard English

Work-Study Skills
- Visual Materials (graphs, charts, etc.),
- Reference Materials (directions, etc.),

Mathematics
- Concepts,
- Problems,
- Computation.

Students in grades 9-12 took these Tests of Achievement and Proficiency (TAP) subtests:

Mathematics,
Reading Comprehension,
Written Expression,
Using Sources of Information,
Social Studies, and
Science.

Reporting by Ethnicity

TAAS/TEAMS scores are reported for American Indian, Asian, Black, Hispanic, and White students using the format and scores provided by the Texas Education Agency. Total scores include all five ethnicities.

ITBS and TAP scores are reported for Black, Hispanic, and Other students. Other students include all students who are not Black or Hispanic.

Annual Report on Student Achievement 1990-91

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Evangelina Mangino

Program Description

Systemwide Testing Program:

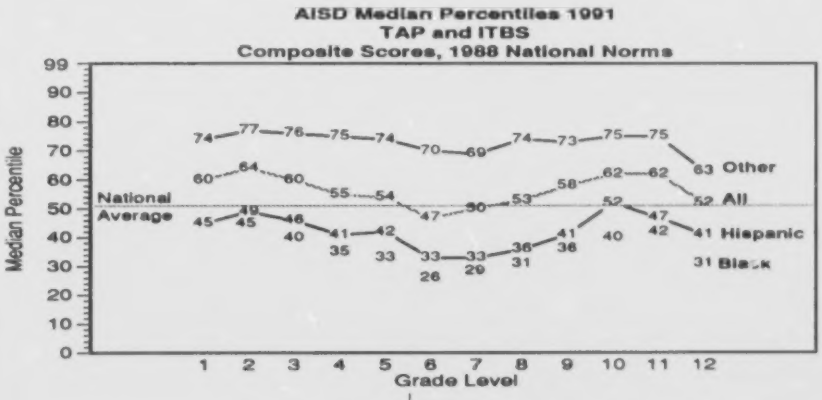
- 22,443 students in grades 3, 5, 7, 9, and 11 took the Texas Assessment of Academic Skills (TAAS) in October 1990.
- 893 students in grades 11 and 12 took the Exit-Level Texas Educational Assessment of Minimum Skills (TEAMS) in October, 1990 and/or May 1991.
- 34,676 students in grades 1 through 8 took the ITBS in April, 1991.
- 11,645 students in grades 9 through 12 took the TAP in April, 1991.

Other tests administered districtwide and reported only at the individual student level are:

- 5,695 students in grade 1 took the Metropolitan Readiness Tests (MRT) in September, 1990.
- 3,934 students in grade 6 took the Computer Literacy Test in April 1991.
- 30,150 TAAS practice tests were administered to students in grades 3 through 6 throughout the year.
- 8,300 end-of-basal tests were administered to students in grades 3 through 6 throughout the year.

Major Findings

1. AISD's high school graduates continue to excel on college entrance examinations.
   a. AISD had 25 National Merit Scholarship finalists--3.6 times the number that is average for a district this size.
   b. SAT scores for AISD seniors (928) averaged above those of the state (874) and the nation (900).
2. AISD students score near the state averages, above urban averages, and continue to rise in the percentage who demonstrate mastery on the TAAS.
   a. For the sixth year in a row, AISD students ranked number one among the eight urban districts on the exit-level state-mandated criterion-referenced test (TEAMS, TAAS).
   b. AISD's ranking among the eight urban districts in reading at grade 7 improved from third to first.
   c. In comparison to Texas urban averages, AISD's TAAS mastery percentages are higher in 18 areas, the same in 0, and lower in 2.
   d. In comparison to state averages, AISD's TAAS mastery percentages are higher in 5 areas, the same in 4, and lower in 11.
   e. Out of 3,007 potential high school graduates, 98.9% (all except 33) passed both sections of the Exit-Level TEAMS.
3. AISD is an urban district whose students generally score above the national average on standardized achievement tests and continue to improve annually.
   a. In 1990-91, 57 out of 68 AISD average test scores were at or above the 50th percentile (the national average).
   b. In comparison with 1989-90, 48% of the District averages went up, 18% stayed the same, and 34% went down.
   c. In general, Black and Hispanic student achievement continued the ten-year trend of improving at a faster rate than that of all other students on the ITBS and TAP. achievement tests.



AISD Test Results at a Glance

Percentage of Students Mastering the TAAS

(October, 1990 -- Non-Special Education Students Only)

Grade	Writing AM	Writing AR	Reading AM	Reading AR	Mathematics AM	Mathematics AR	Passed All AM	Passed All AR
3	68	3	85	49	87	36	63	2
3S	65	34	81	35	87	25	61	7
5	82	6	69	36	61	20	53	3
7	68	5	59	22	58	16	44	2
9	57	3	78	29	54	10	41	2
11	84	5	91	40	77	21	68	2

S = Spanish TAAS
AM = Academic Mastery
AR = Academic Recognition

ITBS/TAP, 1987-91

(Median Percentiles - 1988 Norms)

Grade	Mathematics 87	88	89	90	91	Reading 87	88	89	90	91	Language 87	88	89	90	91	Composite 87	88	89	90	91
1	53	57	58	57	59	44	50	54	52	53	41	49	57	51	54	53	59	62	59	60
2	60	64	67	65	69	54	55	58	59	61	53	52	59	59	59	58	59	62	63	64
3	57	58	52	53	57	51	54	47	47	49	68	73	67	69	72	58	63	55	57	60
4	47	48	51	51	56	39	42	49	50	50	52	55	57	58	62	52	52	52	53	55
5	51	50	52	54	54	42	44	49	51	52	53	55	57	59	60	48	50	51	53	54
6	52	45	43	44	46	44	40	41	45	45	53	49	49	50	53	52	46	43	47	47
7	41	44	45	45	44	38	40	46	48	48	52	55	57	58	56	49	48	49	52	50
8	51	42	45	44	46	50	44	49	50	53	61	56	61	58	60	59	47	51	52	53
9	52	50	47	48	47	51	46	54	58	53	57	56	54	56	54	52	50	53	59	58
10	60	58	60	60	59	62	54	60	63	61	62	57	58	62	61	60	56	60	62	62
11	59	56	61	64	64	62	58	61	63	62	62	57	61	60	60	63	57	59	61	62
12	57	58	59	57	59	53	52	56	58	55	50	50	57	56	53	51	52	52	52	52

SAT Scores, 1986-1990 Graduates

	Verbal 86	87	88	89	90	Mathematics 86	87	88	89	90
AISD	444	446	442	439	439	489	488	489	491	489
Texas	419	416	417	415	413	458	459	462	462	461
Nation	431	430	428	427	424	475	476	476	476	476

91

Table of Contents

TAAS & TEAMS

What is the Texas Assessment of Academic Skills (TAAS)? 1

How Did AISD Students Perform on the TAAS? 2

How Does This Year's Performance on the TAAS Compare with Last Year's Performance on the TEAMS? 4

How Did AISD Students Perform by Ethnicity on the 1990-91 TAAS? 5

How Did AISD Students Perform on the TAAS Written Composition? 6

Exit-Level TEAMS/TAAS 7

How Many AISD Students Were Denied a Diploma Because They Did Not Pass the Exit-Level TEAMS? 9

How Did Limited-English-Proficient (LEP) Students Perform on the TAAS? 10

TAP & ITBS

What Are the TAP and ITBS? 11

ITBS and TAP Changes Over Time 12

How Does AISD Student Achievement Compare to the National Average? 17

How Did Minority Students Perform on the TAP and ITBS? 18

How Does Student Achievement Compare to 1988 Urban Averages? 19

Achievement of Limited-English-Proficient Students 20

SAT & PSAT

How Did AISD Students Compare to Others Taking College Admission Tests? 23

Other Information

Attachments 27

Bibliography 67

What is the Texas Assessment of Academic Skills (TAAS)?

The TAAS tests are criterion-referenced tests (CRT). A CRT is designed to measure a well-defined set of skills and to reference the student's score to a mastery criterion for that set of skills. In the case of the TAAS, the skills measured are a subset of the Essential Elements adopted by the State Board of Education.

A basic skills assessment program has been mandatory in Texas since 1980. This program has been implemented in five-year cycles. The first cycle consisted of the administration of the Texas Assessment of Basic Skills (mathematics, reading, and writing) to students in grades 3, 5, and 9, from 1980-81 to 1984-85. The second cycle consisted of the administration of the Texas Educational Assessment of Minimum Skills to grades 1 (1985-86 to 1988-89), 3, 5, 7, 9, and 11 (1985-86 to 1989-90). Mastery of the 11th-grade (Exit-Level) TEAMS became a requirement for graduation for all students receiving a high school diploma from Texas public schools in 1985-86. Because of this, students at grades 11 and 12 were allowed to continue taking the test every time the test was offered until they demonstrated mastery.

School year 1990-91 is the first year of the third testing cycle and it consists of the administration of the TAAS to students in grades 3, 5, 7, 9, and 11. According to the Texas Education Agency (TEA), the focus of the TAAS represents a shift from an assessment of minimum skills to an assessment of academic skills.

> " The scope of the content eligible for testing has been broadened to include a more comprehensive assessment of the instructional targets delineated in the essential elements. The TAAS tests assess higher-order thinking skills and problem-solving ability."

An equating study conducted in AISD (Attachment 1) supports the notion that the TAAS is harder than the TEAMS. The study indicates that the mastery level of TAAS is from 2 to 13 months (in grade equivalents) higher than the TEAMS. Therefore, percent mastery on the TEAMS cannot be compared directly to percent mastery on the TAAS.

The first year, the test included only writing, reading, and mathematics; social studies and science tests will be added to the TAAS in October 1992 (grade 9), October 1993 (grades 5 and 7), and 1994 (grades 3 and exit level). Mastery of the exit-level test at grade 11 continues to be a requirement for graduation.

In addition to the new subtests, the mastery criteria for the following years are expected to increase, making it harder to pass the TAAS test.

1

How Did AISD Students Perform on the TAAS?

TAAS results for the first year of the testing cycle can be best interpreted in relation to statewide scores and scores of the other seven urban districts in Texas. Figure 1 presents a summary of these comparisons. In general, AISD performs higher than the urban average and at or below the state level.

Figure 1
AISD TAAS Results in Comparison to the Urban 8 and Texas

	Urban 8		Texas	
	Mastery	Recognition	Mastery	Recognition
AISD is:				
Higher	18	18	5	8
The Same	0	2	4	6
Lower	2	0	11	6

NOTES:
- All TAAS comparisons presented in this report were done with scores for non-special education students unless otherwise indicated. TEA uses non-special education student results for identifying exemplary schools and schools in need of improvement.
- The twenty comparisons analyzed are writing, reading, mathematics, and all tests at grades 3, 5, 7, 9, and 11.

AISD continues to outscore the Urban 8 and Texas in the exit-level test as was the case with the TEAMS for the past five years. Figure 2 shows the rank of AISD among the Urban 8 in Writing, Reading, Mathematics, and ALL TESTS.* A table including percent mastery for AISD, the Urban 8, and Texas, by ethnicity is presented in Attachment 2.

Figure 2
AISD Ranks Among the Urban 8
TAAS 1990-91

GRADE	WRITING	READING	MATHEMATICS	PASSED ALL TESTS TAKEN
3	3	2	2	2
5	2	2	2	2
7	5	1	2	2
9	5	3	3	3
11	1	1	1	1

*This year TEA is reporting ALL TESTS **TAKEN** for academic mastery and ALL **THREE** TESTS for academic recognition.

Figure 3 presents the 1991 TAAS scores for AISD, the Urban 8, and Texas. In AISD, the highest areas of achievement in terms of percentage of students mastering the TAAS are writing at grade 11 and reading at grades 3 and 11. The highest areas of achievement in terms of rank among the Urban 8 are writing, reading, and mathematics at grade 11 and reading at grade 7.

The lowest areas of achievement in terms of percentage of students mastering the TAAS are writing at grade 9, reading at grade 7, and mathematics at grades 7 and 9. The lowest area of achievement in terms of rank among the Urban 8 is writing at grades 7 and 9.

A separate section of this report presents the scores for the writing samples and a summary of the analytic scoring of the papers with a failing score, results by campus are presented in Attachment 9 of this report.

Figure 3
Percentage of Students with Academic Mastery in the 1990-91 TAAS in AISD, the Eight Urban Districts, and Texas
Non-Special Education Students

Grade	Number Tested In AISD	Writing			Reading			Mathematics			Passed All*		
		AISD	U8	TX	AISD	U8	TX	AISD	U8	TX	AISD	U8	TX
3	4721	68	65	71	85	80	85	87	82	87	63	58	65
5	4301	82	76	81	69	61	70	61	53	62	53	44	53
7	3843	68	69	74	59	50	60	58	54	63	44	39	48
9	4258	57	58	68	78	72	78	54	48	59	41	37	50
11	2436	84	74	82	91	86	88	77	68	76	68	56	66

Percentage of Students with Academic Recognition

Grade	Number Tested In AISD	Writing			Reading			Mathematics			Passed All*		
		AISD	U8	TX	AISD	U8	TX	AISD	U8	TX	AISD	U8	TX
3	4721	3	3	5	49	40	48	36	27	34	2	2	3
5	4301	6	4	7	36	27	35	20	13	18	3	2	3
7	3843	5	3	6	22	15	21	16	11	16	2	1	2
9	4258	3	2	5	29	21	28	10	7	11	2	1	2
11	2436	5	2	5	40	31	35	21	15	19	2	1	2

* Passed all tests taken for academic mastery and passed all three tests for academic recognition.

How Does This Year's Performance on the TAAS Compare with Last Year's Performance on the TEAMS?

TEA conducted an equating study to derive TEAMS-equivalent scale scores for the 1990-91 TAAS. The TEAMS-equivalent scale scores were derived by matching the scale score frequency distributions for the TAAS and the TEAMS tests. This equipercentile equating procedure assumed no growth at the state level. These TEAMS scale scores were reported only at the campus and district level. Figure 4 presents the TEAMS scale scores for AISD. A summary of the changes in scale scores for AISD and Texas is presented in Figure 5. For a complete table including the TEAMS scores for the State, see Attachment 2.

At the campus level, a more appropriate longitudinal assessment of performance on the state-mandated criterion-referenced test is to compare the relative standing (rank) of each school among all other schools both last year and this year (Attachment 9).

Figure 4
Equivalent Scale Scores
All Students Tested

	Writing		Reading		Mathematics	
Grade	TEAMS	TAAS	TEAMS	TAAS	TEAMS	TAAS
3	774	774	817	816	850	841
3S	892	872	874	855	844	847
5	786	783	804	803	822	818
7	774	772	797	796	823	818
9	711	713	798	789	787	784
11	---	780	804	803	798	787

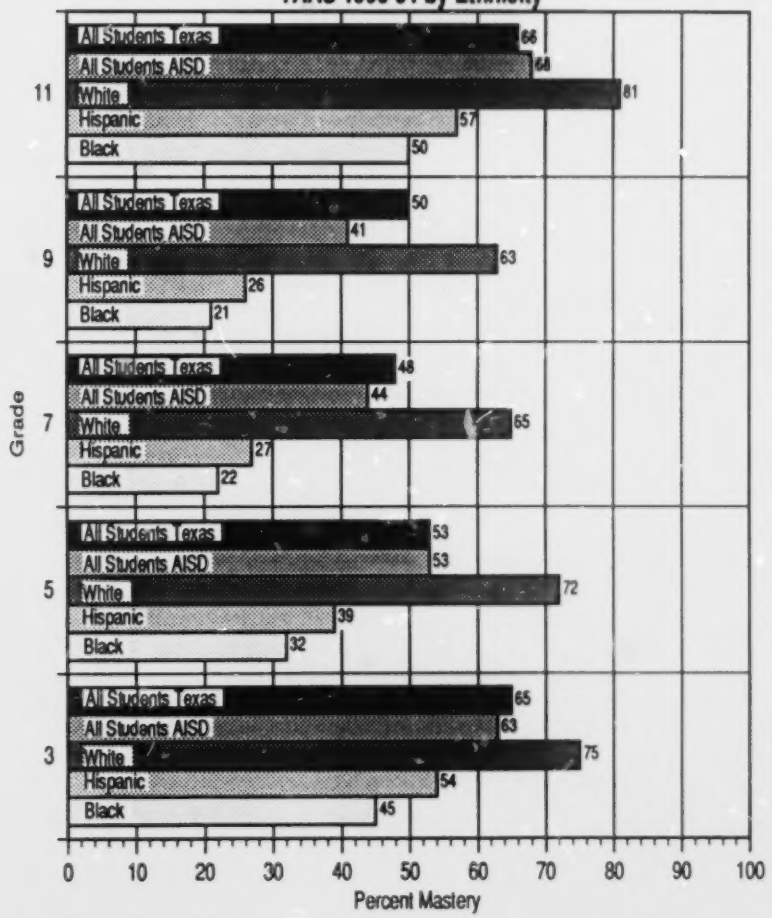
Figure 5
Scale-Score Changes from 1989-90 to 1990-91

In 1990-91 the scale scores are:	Higher	The Same	Lower
AISD	2	1	14
TEXAS	2	0	15

How Did AISD Students Perform by Ethnicity on the 1990-91 TAAS?*

TAAS results in AISD follow the statewide pattern of achievement among the ethnic groups. White students achieve higher than both minority groups, while Hispanic students perform generally better than Black students. Figure 6 presents the results by ethnicity for ***All Tests Taken***. The results for each of the subject areas follow similar patterns and are presented in Attachment 3.

Figure 6
TAAS 1990-91 by Ethnicity



* See inside front cover for definitions.

How Did AISD Students Perform on the TAAS Written Composition?

The written composition has been the lowest scoring area of the statewide test for the last six years. The Exit-Level TAAS includes a written composition test that must be passed before a student can obtain a high school certificate. Figure 7 presents the written composition scores for students in AISD and Texas.

Figure 7
TAAS 1990-91 Written Composition Scores
(Percentage of Students Obtaining Each Score)

	Failing Scores				Passing Scores					
	0		1		2		3		4	
Grade	AISD	Texas	AISD	Texas	AISD	Texas	AISD	Texas	AISD	Texas
3	0	0	20	16	53	50	24	29	4	5
5	0	0	8	8	40	41	44	42	8	8
7	1	0	19	13	47	46	27	34	6	7
9	1	1	32	21	41	38	23	34	4	6
11	0	0	13	15	39	38	43	41	5	6

Figure 8
Reasons for Failing the Written Composition
TAAS 1990-91

Deficiency	Grade 9		Grade 11	
	#	%	#	%
Lacked support and/or elaboration:	1496	94	363	95
Used wrong purpose/mode:	413	26	54	14
Lacked organization or structure:	139	9	38	10
Lacked language control:	147	9	41	11
Did not write anything:	1	0	1	0
Wrote off topic:	5	0	2	6
Other:	35	2	6	2

At grades 9 and 11, failing written compositions (scores 0 or 1) are scored analytically to determine specific deficiencies. Figure 8 is a summary of the analytic scoring results for the 1990-91 TAAS.

Exit Level

The class of 1991 is the last class to graduate under the TEAMS requirements. Students who became juniors between September, 1985 and September, 1989 had to master the mathematics and the language arts sections of the Exit-Level TEAMS before receiving a high school diploma. Students not mastering the Exit-Level TEAMS on the first attempt were required to take the test as many times as necessary to demonstrate mastery. These students were strongly encouraged to participate in remedial education programs offered in AISD, designed to prepare them to pass the test. Results of the previous five years of the Exit-Level TEAMS indicate that AISD students pass the test at a higher rate than students in the State as a whole.

The group of students taking the Exit-Level TEAMS in 1990-91 is considerably smaller and different than in previous years. Because most of these students are being retested, their results can only be compared to the results of students retested in the past. Figure 9 shows the results for the students retested in 1990-91, in comparison to 1989-90. The results are presented in terms of the number of students who ***have not met mastery*** and, therefore, cannot receive a high school diploma.

Figure 9
Exit-Level TEAMS
Retested Students

			Non-Mastery	
Year	Subject	#Tested	Number	Percent
89-90	Mathematics	630	237	38%
	Language Arts	290	126	43%
90-91	Mathematics	402	219	54%
	Language Arts	160	72	45%

Figure 10
1990-91 Exit-Level TAAS

Subject	#Tested	*Non-Mastery* Number	Percent
Students tested in AISD on or before October, 1990			
Writing	2634	361	14%
Reading	2628	180	7%
Mathematics	2644	397	15%
New to Texas after October, 1990			
Writing	244	147	60%
Reading	253	52	21%
Mathematics	241	102	42%

The 1990-91 junior class is the first class to graduate with the TAAS requirement. For the next five years, mastery of the Exit-Level TAAS is required for graduation from a Texas public school. The District is required to offer remedial courses and programs to all the students who fail the TAAS. Students not mastering the TAAS are encouraged to register in those courses and programs. Figure 10 shows the number of students who failed the TAAS and, therefore will have to retake it and pass it before they can receive a Texas high school diploma.

The students who did not master the 1990-91 TAAS and must take it again, will be locked at the same criterion used this year. Subsequent groups will be required to pass the test with higher scores and with added areas. The State Board of Education sets the passing criteria for the TAAS. It is expected that for 1991-92, the passing criterion will be 70% of the items correct for all tests at all grades.

How Many AISD Students Were Denied a Diploma Because They Did Not Pass the Exit-Level TEAMS?

33 out of 3,007 potential graduates

In AISD, 3,007 students who were required to take the Exit-Level TEAMS completed all other requirements for graduation. Thirty-three of these students did not pass the Exit-Level TEAMS and were denied a diploma. Approximately 4% of the graduates were not required to pass the TEAMS because they were exempt (special education) or because they were seniors before the requirement came into effect.

Figure 11 presents a profile of the 33 students who were denied a diploma because they did not master one or both of the sections of the Exit-Level TEAMS:

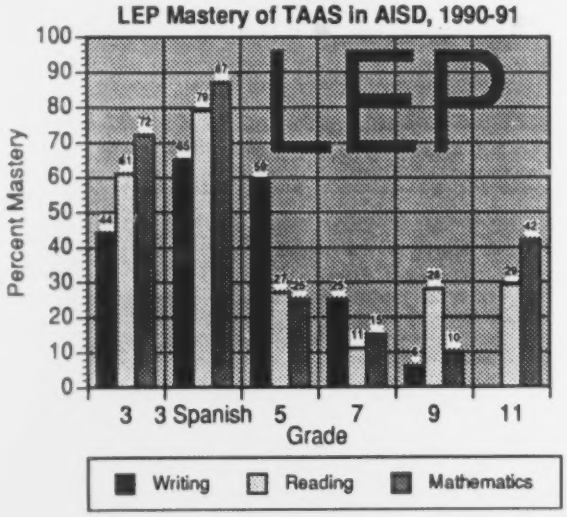
Figure 11
Profile of Students not graduating because of Lack of TEAMS Mastery

Age:	13	- 17-18 years old
	11	- 19 years old
	9	- 20-21 years old
Sex:	21	- female
	12	- male
Ethnicity:	6	- Hispanic
	15	- Black
	3	- Asian
	8	- White
	1	- American Indian
English Proficiency:	0	- Limited-English Proficient (LEP)
Number of Attempts:	32	- 6 attempts
	1	- 4 attempts
Continuous Enrollment in AISD:	1	- 5 or more years
	13	- 3-4 years
	15	- 1-2 years
	4	- 1 semester
Areas not Mastered:	19	- Mathematics
	9	- Language Arts
	5	- Mathematics and Language Arts

How Did Limited-English-Proficient (LEP) Students Perform on the TAAS?

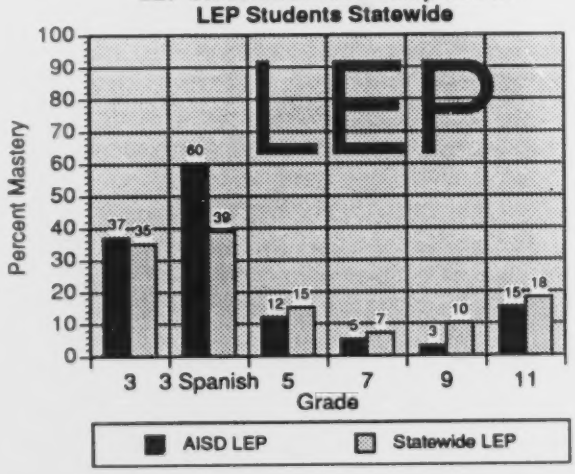
As shown in Figure 12 below, the greatest percentage of students mastering the TAAS in AISD occurred at grade 3. The lowest percentage mastering occurred at grades 7 and 9.

FIGURE 12
LEP Mastery of TAAS in AISD, 1990-91



In Figure 13 below, AISD LEP students are compared to LEP students statewide. At grade 3, a greater percentage of AISD LEP students mastered all TAAS tests taken than did LEP students statewide. At all other grade levels, however, AISD LEP students scored lower. The largest discrepancy occurred at grade 9 where only 3% of AISD LEP students mastered all tests taken compared to 10% statewide.

Figure 13
Percent Mastery of All Tests Taken
LEP Students in AISD compared to
LEP Students Statewide



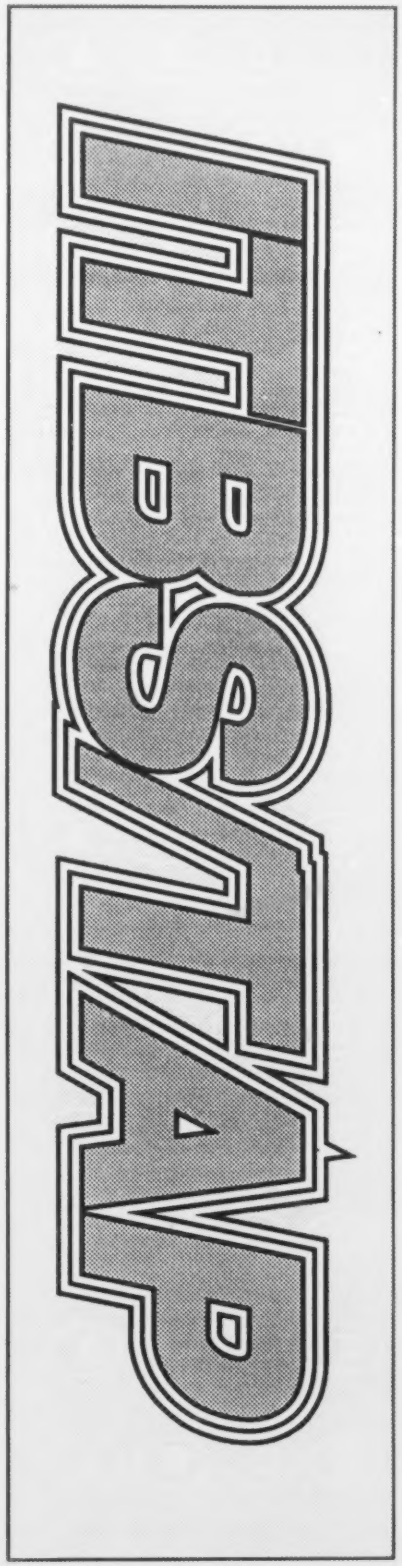
What Are the TAP and ITBS?

The Tests of Achievement and Proficiency (TAP) and the Iowa Tests of Basic Skills (ITBS) are norm-referenced tests (NRT's). NRT's are designed to measure student achievement in broadly defined skill areas that cover a wide range of achievement. Scores from NRT's (e.g., percentiles and grade equivalents) compare a student's performance with that of a nationwide sample of students at the same grade. Definitions of these key words appear on the inside cover of this report.

In order to determine how a school district performs in comparison to the nation, national norms provided by the test publishers are used. The most accurate comparisons are made with the most current norms available. This year, AISD scored the ITBS and TAP with the 1988 norms.

Up to 1986, achievement results in AISD were reported in terms of 1982 norms. In 1987 and 1988, achievement in grades K, 1, and 2 was reported in terms of 1985 norms, and achievement in grades 3-12 was reported in terms of 1982 norms. From 1989 on, achievement at all grades was reported in terms of 1988 norms. *Previous achievement results have been converted to 1988 norms* through conversion tables provided by the test publisher. This conversion allows for direct comparisons of achievement from year to year using the same standards. Therefore, changes in achievement as presented in this publication have been adjusted to minimize changes attributable to differences in norming years.

TEA has adopted the ITBS and the TAP as the NRT to be administered statewide to students in grades 3-11 from 1991-92 to 1994-95. New forms of the test and more current national norms will be developed for the statewide testing program.



ITBS and TAP Changes Over Time

Longitudinal Trends

The ITBS has been administered districtwide in AISD for 12 years, from 1979-80 to 1990-91. The TAP has been administered in AISD for 8 years, from 1983-84 to 1990-91. Achievement levels, as measured by the ITBS and TAP, have risen since the baseline years.

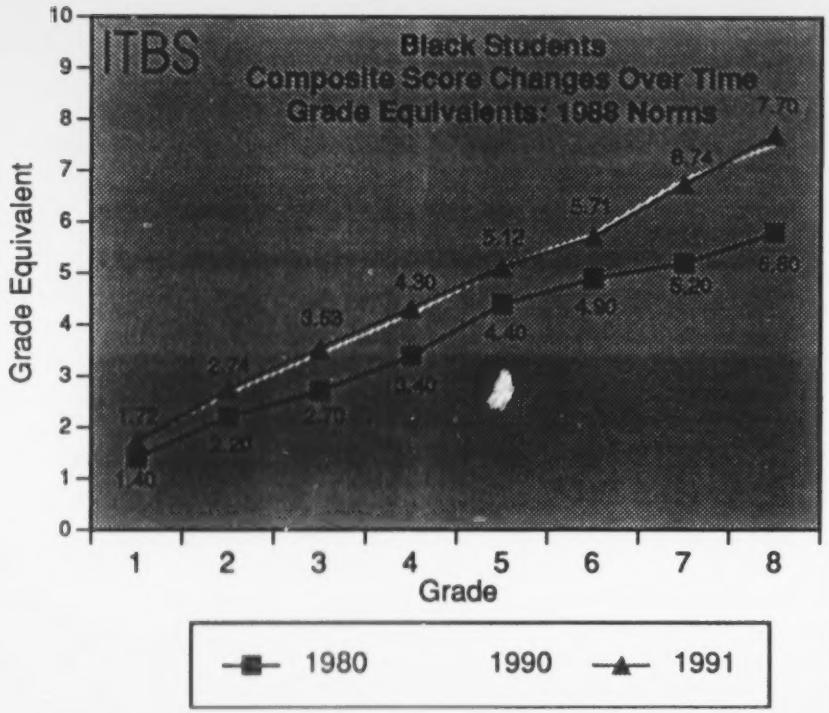
Minority student achievement averages have risen at a substantially higher rate than nonminority student averages. While the achievement scores of nonminority students have increased, the achievement of both Black and Hispanic students has increased at a higher rate, thus narrowing the achievement gap between these groups of students. Figures 14 through 18 present the gains in grade equivalents for the three groups.

Figure 14
Composite Score Changes From 1980 to 1990.
ITBS Grade Equivalent Gains in 1988 Norms.

Grade	Black	Hispanic	Other
1	.32	.32	.35
2	.54	.62	.38
3	.83	.61	.50
4	.90	.81	.35
5	.72	.85	.51
6	.81	.93	.96
7	1.54	1.44	.83
8	1.90	1.70	1.19

Figure 15
Composite Score Changes from 1984 to 1990.
TAP Grade Equivalent Gains in 1988 Norms.

Grade	Black	Hispanic	Other
9	.77	.76	.39
10	.98	1.45	.91
11	2.29	1.49	1.12
12	1.08	1.68	.58


ITBS
Black Students
Composite Score Changes Over Time
Grade Equivalents: 1988 Norms
Grade Equivalent
Grade
1980
1990
1991

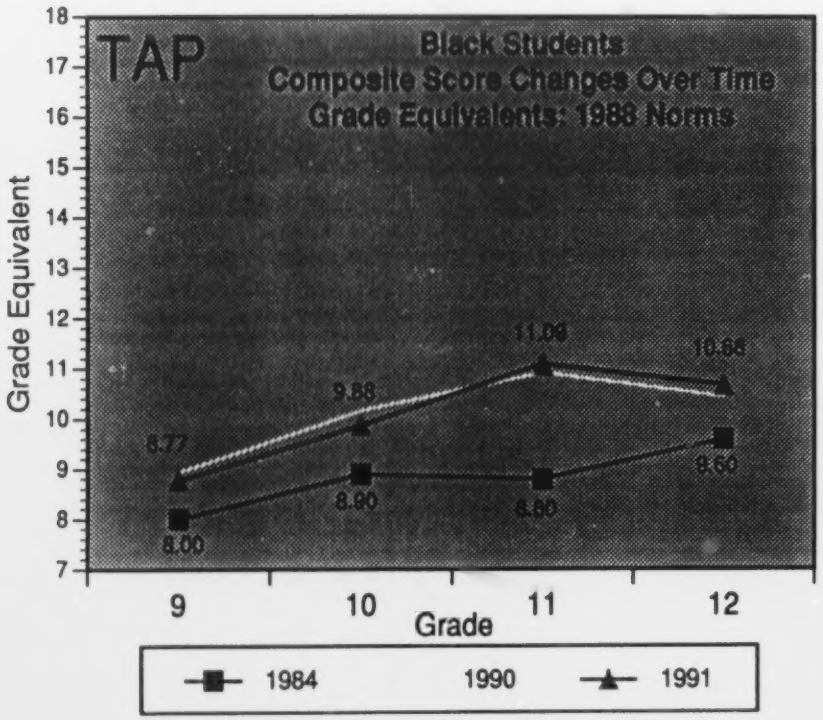
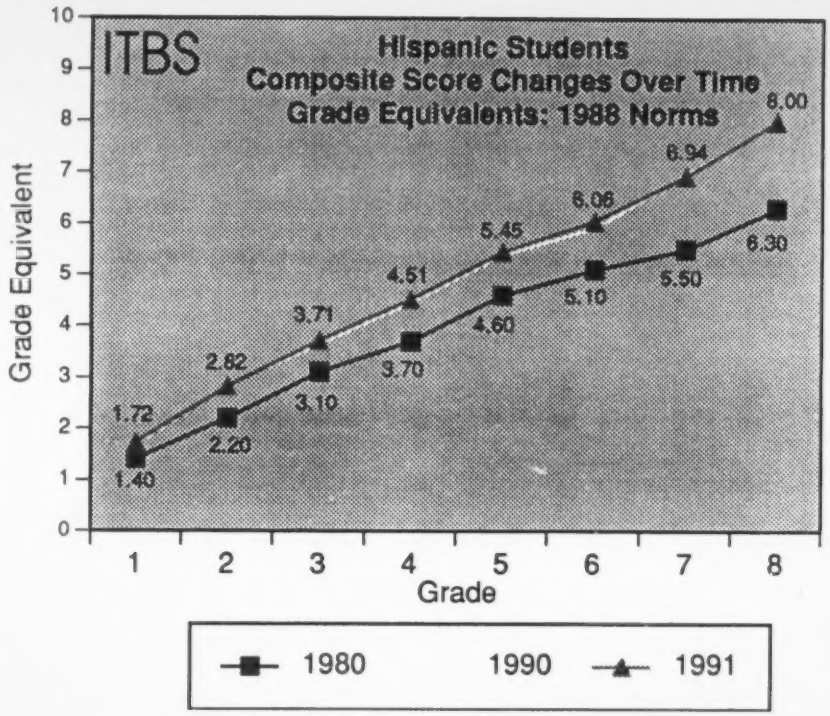

TAP
Black Students
Composite Score Changes Over Time
Grade Equivalents: 1988 Norms
Grade Equivalent
Grade
1984
1990
1991

Figure 16

13

Figure 17


ITBS
Hispanic Students
Composite Score Changes Over Time
Grade Equivalents: 1988 Norms
Grade Equivalent
Grade
1.72
2.82
3.71
4.51
5.45
6.06
6.94
8.00
1.40
2.20
3.10
3.70
4.60
5.10
5.50
6.30
1980
1990
1991

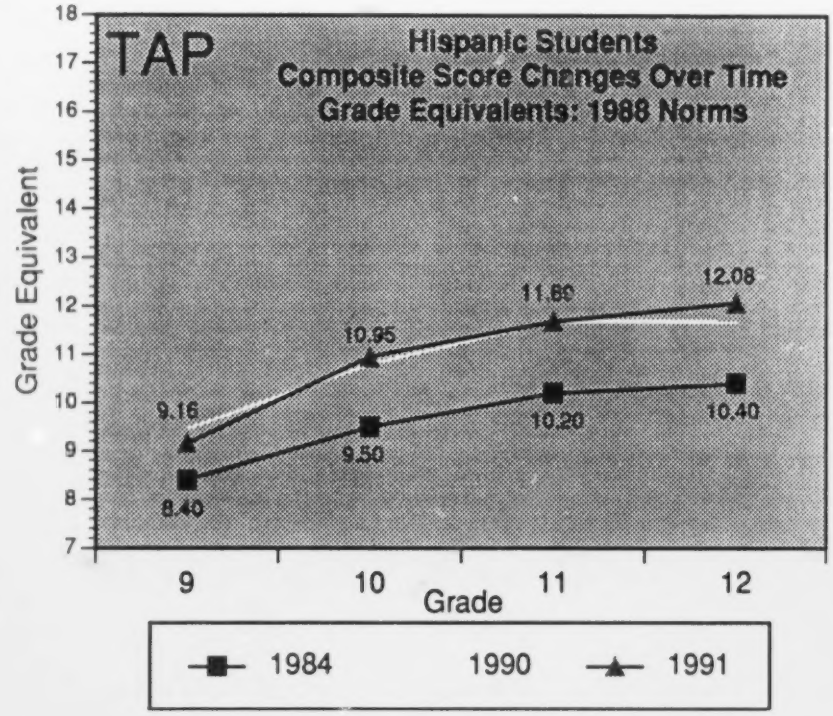
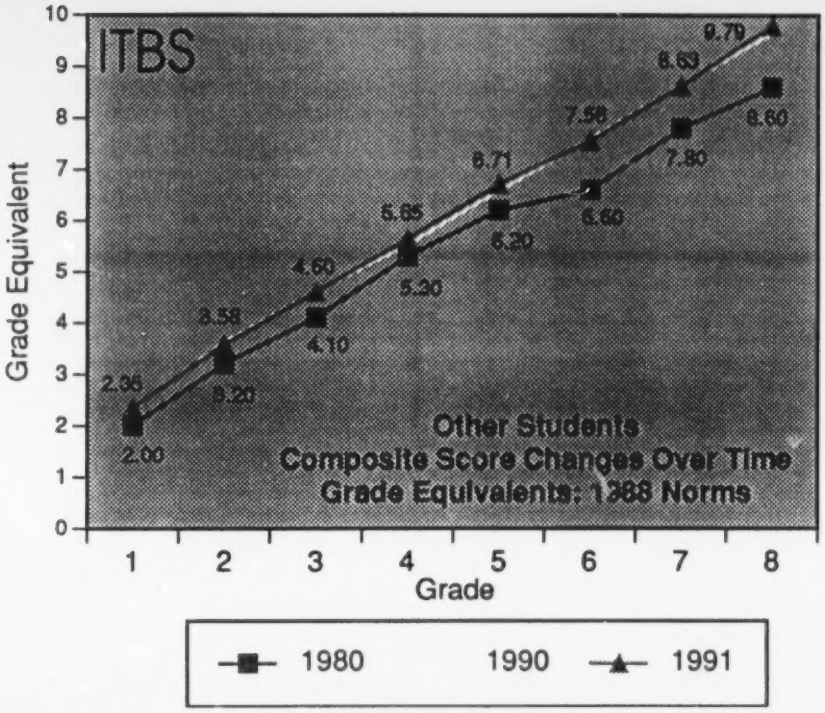
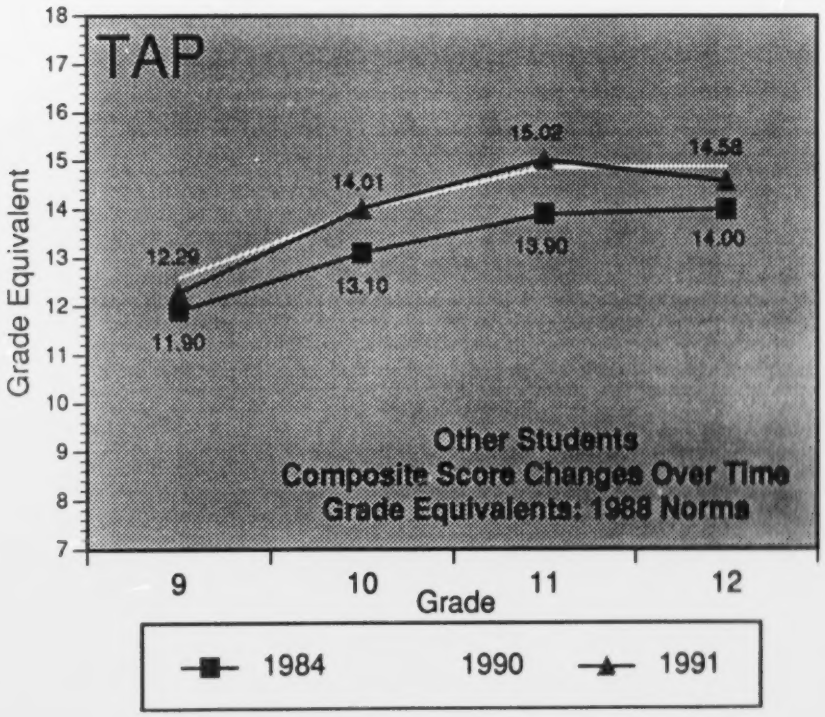

TAP
Hispanic Students
Composite Score Changes Over Time
Grade Equivalents: 1988 Norms
Grade Equivalent
Grade
9.16
10.95
11.80
12.08
8.40
9.50
10.20
10.40
1984
1990
1991

Figure 18


ITBS
Grade Equivalent
Grade
Other Students
Composite Score Changes Over Time
Grade Equivalents: 1988 Norms
2.00
3.20
4.10
5.20
6.20
7.80
8.60
2.36
3.58
4.60
5.65
6.71
7.58
8.63
9.79
1980
1990
1991


TAP
Grade Equivalent
Grade
Other Students
Composite Score Changes Over Time
Grade Equivalents: 1988 Norms
11.90
13.10
13.90
14.00
12.29
14.01
15.02
14.58
1984
1990
1991

Two-Year Trends

Figure 19 presents the two-year trends for all test areas for all students tested. Figure 20 shows the two year trends by grade span and ethnicity.

Figure 19
Two-Year Trend by Grade

	Grades at which 1991 achievement, in comparison to 1990 achievement:		
	Increased	Remained the Same	Decreased
Mathematics (Grades 1-12)	1, 2, 3, 4, 6, 8, 12	5,11	7, 9, 10
Reading (Grades 1-12)	1, 2, 3, 5, 8	4, 6, 7	9, 10, 11, 12
Language (Grades 1-8)	1, 3, 4, 5, 6, 8	2	7
Written Expression (Grades 9-12)	-	11	9, 10, 12
Word Analysis (Grades 1-2)	-	-	1, 2
Work-Study Skills (Grades 3-8)	3, 4, 6, 8	5, 7	-
Using Sources of Information (Grades 9-12)	11	-	9, 10, 12
Social Studies (Grades 9-12)	11	10	9, 12
Science (Grades 9-12)	10, 11, 12	-	9
Totals (56 Comparisons)	**27**	**10**	**19**

How Does AISD Student Achievement Compare to the National Average?

In 1990-91, 57 out of 68 average test scores were at or above the 50th percentile, the national average (Figure 20). Figure 21 is a summary showing the grades at which the students obtained the highest scores and the lowest scores.

Figure 20
AISD Median Percentiles 1991
TAP and ITBS
Composite Scores, 1988 National Norms

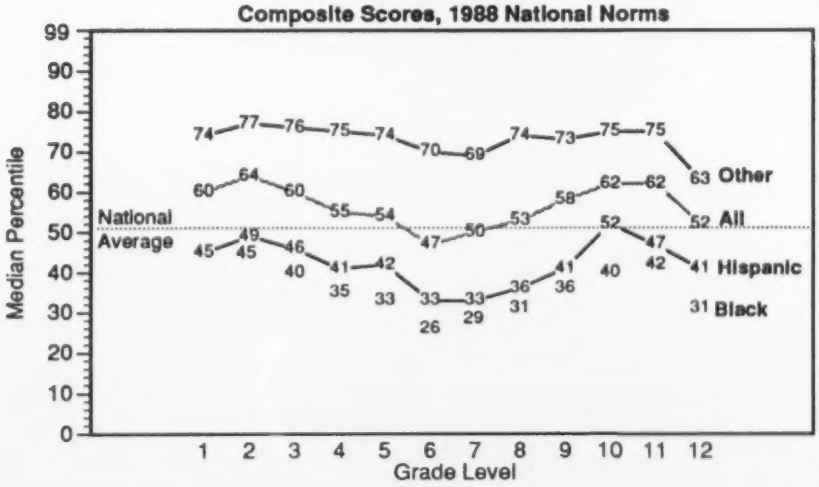


Figure 21
Highest and Lowest Performance on ITBS for All Students Tested

	Highest Averages	Lowest Averages
	Grades	Grades
Mathematics (ITBS)	2	6, 7, 8
Mathematics (TAP)	11	9
Language	3	--
Written Expression	--	--
Reading Comprehension	--	3, 6, 7
Reading	--	--
Word Analysis/Work-Study Skills	1, 2	6, 7
Using Sources of Information	10, 11	--
Social Studies	11	12
Science	10, 11	--

How Did Minority Students Perform on the TAP and ITBS?

Minority student achievement is below the AISD average at all grades and is generally below the national average (see Figure 20). However, some minority students score in the highest ranges of the ITBS and TAP, above the average for nonminority students in AISD. Figures 22 and 23 show the highest and lowest averages for minority groups in AISD.

Figure 22
Highest and Lowest Performance on ITBS/TAP for Hispanic Students

Hispanic Students

	Highest Averages	Lowest Averages
	Grades	Grades
Mathematics	2, 11	6, 7, 8, 9
Language	3, 4, 5	--
Reading	--	4, 6, 7
Word Analysis/	1, 2	--
Work-Study Skills/	--	6, 7
Using Sources of Information	10, 11	--
Social Studies	--	--
Science	10	12

Figure 23
Highest and Lowest Performance on ITBS/TAP for Black Students

Black Students

	Highest Averages	Lowest Averages
	Grades	Grades
Mathematics	2	7, 8, 9
Language	1, 2, 3, 4	--
Reading	--	6
Word Analysis/	1, 2	--
Work-Study Skills/	--	6, 7
Using Sources of Information	--	--
Social Studies	--	--
Science	--	12

How Does Student Achievement Compare to 1988 Urban Averages?

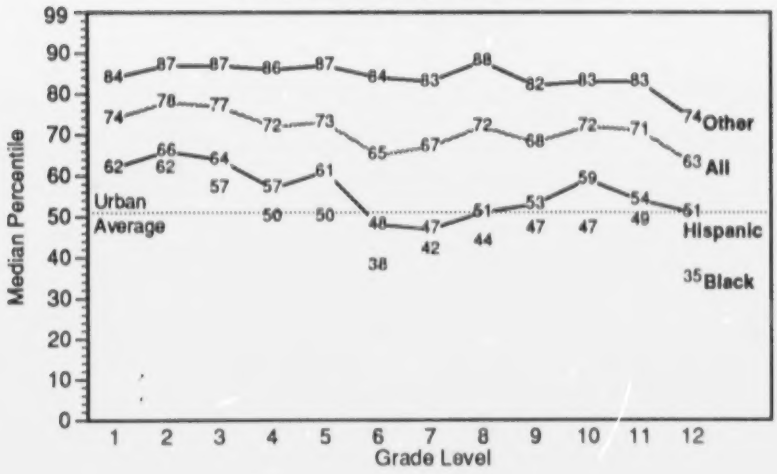
AISD achievement in grades 1-12 is well above the average for other urban districts in 68 out of 68 comparisons* (see Figure 24 and Attachment 6).

Composite scores for Black students in grades 1-5 were at or above the national average for all students in urban districts. Black students scored at or above the urban average in 26 out 68 subtest comparisons.

Composite scores for Hispanic students in grades 1-5 and 8-11 were at or above the national urban averages. Hispanic students scored at or above the urban average in 54 out of 68 subtest comparisons.

Composite scores for Other students were higher than 80% of all students in urban districts nationwide at all grades with the exception of grade 12. Other students scored at or above the 74th urban percentile in all 68 subtest comparisons.

Figure 24
AISD Median Percentiles 1991
TAP and ITBS
Composite Scores, 1988 Urban Norms



*The 68 comparisons include reading, language, word analysis/work-study skills, mathematics, and composite for grades 1-8 and reading, mathematics, written expression, using sources of information, science, social studies, and composite for grades 9-12.

Achievement of Limited-English-Proficient Students

Two-Year Trends

This section presents the results of LEP students on the ITBS and TAP.

AISD has LEP students representing 57 different language backgrounds. The largest language groups represented are Spanish and Vietnamese. Results for these students are presented here.

Total LEP enrollment as of January 1991 was 5,706. There were 1,935 LEP students tested in spring of both 1990 and 1991.

Of those tested in both years:

- A majority of Spanish-speaking (71%) and Vietnamese-speaking students (60%) had been in AISD four or more years.
- 52% of Spanish-speaking and 92% of Vietnamese-speaking students are listed as dominant in their home language.
- Almost half (49%) of the Spanish-speaking students and 40% of the Vietnamese-speaking students were served in bilingual programs. Over one third (40%) of Spanish-speaking students and half (50%) of Vietnamese-speaking students were served in ESL programs.

Spanish-Background LEP Performance

Spanish-speaking LEP students in 1990-91 scored:

- Highest in mathematics at 11 of 12 grades (except grade 3 where language is highest)
- Lowest in reading at all grades (except grade 11, where language was lowest)

Gains between spring, 1990 and spring, 1991, for students with Spanish language backgrounds in grades 2-12 in 1990-91, exceeded 1.0 grade equivalents (GE):

- At 4 of 11 grades in language
- At 5 of 11 grades in reading
- At 3 of 11 grades in mathematics

Language and reading showed stronger gains above 1.0 GE than mathematics. Grade levels that appear to need extra attention include 6, 9, 10, and 11 with gains of less than 1.0 GE in all three subject areas. By contrast, students at grades 2 and 5 made gains of more than 1.0 GE in all three subject areas.

Figure 25
Characteristics of Spanish-Speaking LEP StudentsTested With the ITBS/TAP

Number Tested = 1,812

Years in AISD:	
1	1%
2-3	28%
4-5	40%
Over 5	31%
Dominant In:	
Other Language (A, B)	52%
Balanced (C)	22%
English (D, E)	26%
Programs:	
Bilingual	49%
ESL	40%
LAMP	6%
Special Education	1%
Other	4%

Vietnamese-Background LEP Performance

Trends in the Vietnamese data must be interpreted cautiously, especially by grade, because the number of students tested is quite small. Changes could be the result of individual fluctuations rather than group differences. In spring 1991, students from grades 2 through 12 scored (Attachment 7):

- Highest in mathematics at 8 of the 11 grades;
- Highest in language at 3 of the 11 grades;
- Lowest in reading at 8 of the 11 grades.

Gains between spring, 1990 and spring, 1991, for Vietnamese-speaking students in grades 2-12 in 1989-90, exceeded 1.0 grade equivalents (GE) in 19 of 33 comparisons:

- 6 of 11 grades in language
- 6 of 11 grades in reading
- 7 of 11 grades in mathematics

Vietnamese-speaking LEP students at grades 2, 6, and 7 made gains of more than 1.0 GE in all three subject areas.

Figure 26
Characteristics of Vietnamese-Speaking LEP Students Tested With the ITBS/TAP

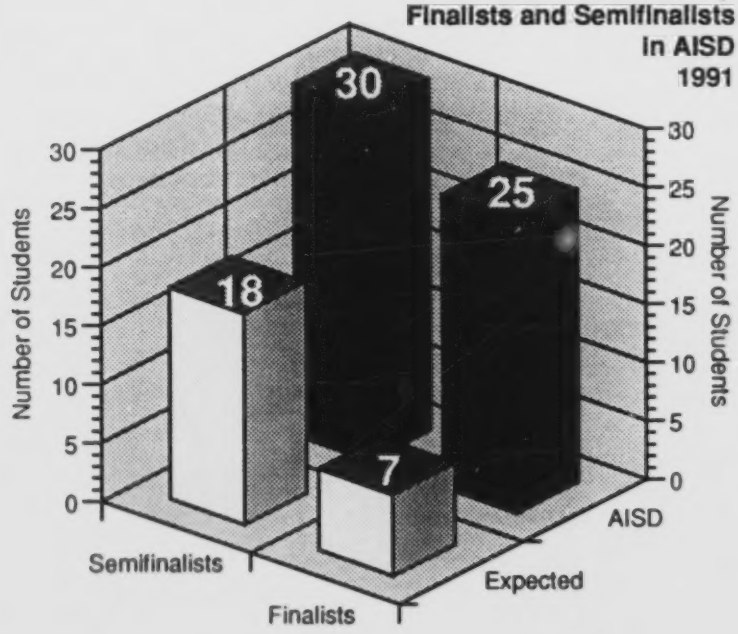
Number Tested = 51

Years in AISD:	
1	NA
2-3	39%
4-5	29%
Over 5	31%
Dominant in:	
Other Language (A, B)	92%
Balanced (C)	6%
English (D, E)	2%
Programs:	
Bilingual	40%
ESL	50%
Special Education	2%
Other	8%

How Did AISD Students Compare to Others Taking College Admission Tests?

- AISD seniors who take the Scholastic Aptitude Test (SAT) score higher than do students nationwide and statewide.
- AISD had 25 National Merit Scholarship finalists in 1991. This represents 3.6 times the expected number for a district of this size.
- AISD had 30 National Merit Scholarship semifinalists in 1991. This represents 1.7 times the expected number for a district this size (Figure 27).
- The number of finalists and semifinalists for AISD has declined dramatically from 1989 to 1991.

Figure 27
National Merit Scholarship Finalists and Semifinalists in AISD 1991

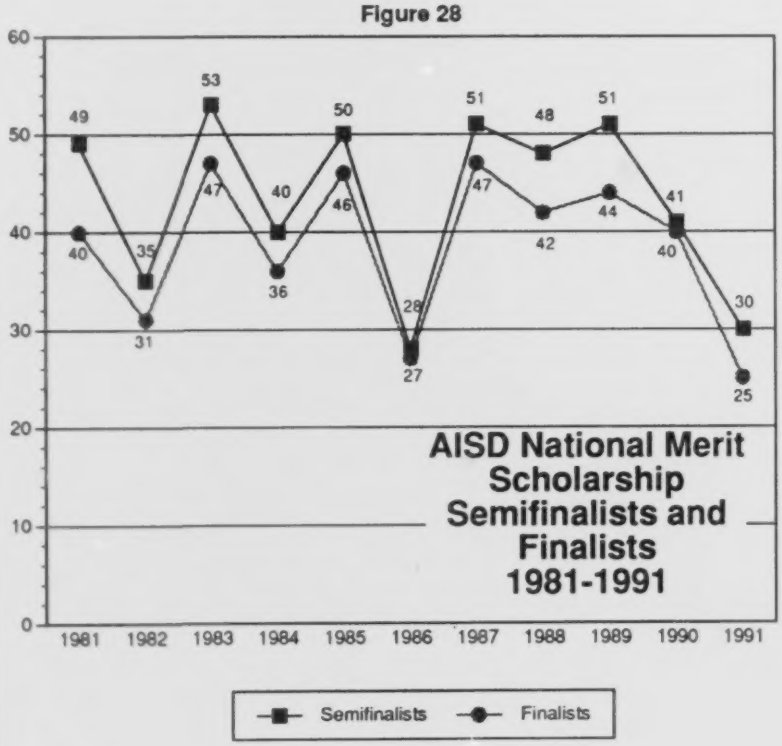


Although a higher percentage of AISD's seniors generally take the Scholastic Aptitude Test (SAT) compared to seniors nationwide, AISD's average scores are higher than the national averages (see Figures 29 and 30 and Attachment 8).

The SAT mathematics scores of AISD students decreased two points last year, while the national scores remained the same. In the mathematics section, AISD scored 13 points higher than the national average and 28 points higher than the state average. The verbal scores of AISD students remained unchanged from last year, while the national scores decreased by three points. In the verbal section, AISD scored 15 points higher than the national average and 26 points higher than the state average.

Each year, many AISD students take the National Merit Scholarship Qualifying Test, also known as the Preliminary Scholastic Aptitude Test, in their junior year. The numbers of National Merit Scholarship semifinalists and finalists for the past ten years are shown below in Figure 28. Of the juniors tested in 1989-90 (1,467), 30 became semifinalists and 25 became finalists. AISD's number of finalists is 3.6 times higher than the expected number and the number of semifinalists is 1.7 times higher than the expected number using the national rate for a district this size.

Figure 28



The College Board calculates the number of finalists and semifinalists as follows:

Finalists = 0.5% of students tested
Semifinalists = 1.2% of students tested

Figure 29 SAT Mathematics

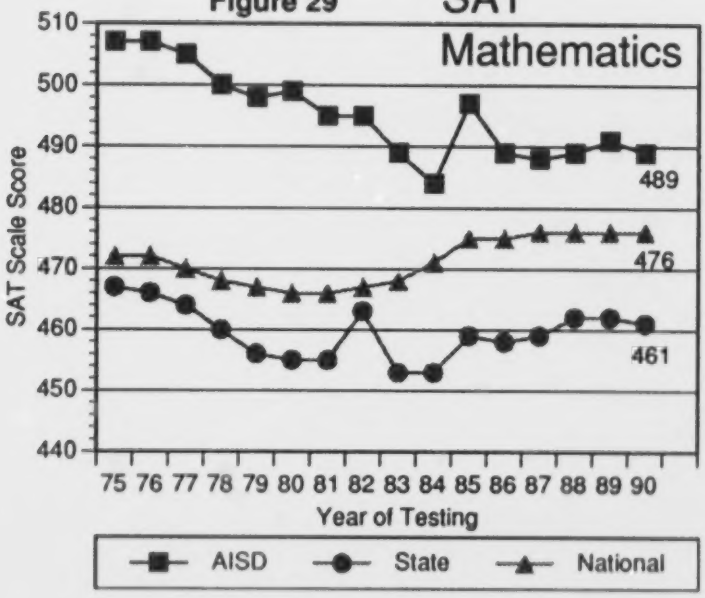
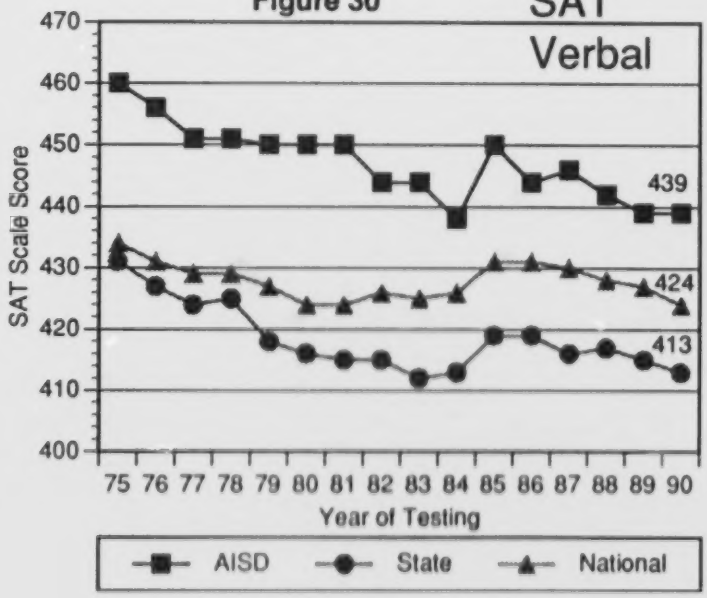


Figure 30 SAT Verbal



Attachments

Attachment 1.	TEAMS/TAAS technical information
Attachment 2.	Percentage of students mastering the TEAMS objectives in AISD, Urban 8, and Texas
Attachment 3.	Percentage of students mastering the TEAMS by ethnicity in AISD and Texas, 1990-1991
	Performance by ethnicity, of Urban 8 students on TAAS, 1990-91
Attachment 4.	ITBS and TAP median percentile and grade equivalent scores, by ethnicity using 1988 norms
Attachment 5.	Median percentiles, ITBS and TAP composite, students qualifying for a free or reduced-price meal (including sibling), compared to students not qualifying, 1990-91
Attachment 6.	ITBS and TAP median percentile scores, urban norms, grades 1-12, by ethnicity, 1990-91
Attachment 7.	LEP ITBS/TAP Achievement for students with Spanish, Vietnamese, and Other backgrounds
Attachment 8.	Performance of AISD students compared to Texas and the nation on the Scholastic Aptitude Test (SAT)
Attachment 9.	Test results by campus for TAAS, ITBS, TAP, SAT, and ACT
Bibliography	

TAAS Technical Information

Objective Mastery is the number of items that a student must answer correctly to demonstrate competency in the skills targeted by the instructional objective.

Minimum Skills Mastery is equivalent to that of the 1989-90 TEAMS standards. This information will be provided after the October administration for longitudinal studies of campus and district results.

Academic Skills Mastery represents the TAAS passing standard. For Grade 3 (including the Grade 3 Spanish version) and Grade 5, approximately 65% of the test items correct is passing; for Grades 7, 9, and 11, the standard is approximately 60% of the items correct. On the language arts writing test, a student must also obtain a passing score of at least 2 on the written composition. The minimum number of items required is shown along with the total number of items on the test.

Academic Recognition Standard is an even higher, more challenging level of achievement in which a student masters all objectives on the test. In writing, the student must also achieve the highest score (4) on the written composition. The number of items displayed is the minimum required to meet this standard, assuming all objectives are mastered.

		Grade 3*	Grade 5*	Grade 7*	Grade 9*	Grade 11*
Writing	**Academic Skills Mastery** *With a 2 on the composition*	15/22	18/28	22/36	24/40	24/40
	Academic Recognition *With all objectives mastered and a 4 on the composition*	16/22	20/28	24/36	28/40	28/40
Reading	**Academic Skills Mastery**	23/35	26/40	24/40	29/48	29/48
	Academic Recognition *With all objectives mastered*	26/35	28/40	28/40	35/48	35/48
Mathematics	**Academic Skills Mastery**	29/44	33/50	34/56	36/60	36/60
	Academic Recognition *With all objectives mastered*	33/44	37/50	41/56	45/60	45/60

*October only.

TEAMS (1988-89)/TAAS (1989-90) Comparison

Equivalent Scale Scores
All Students Tested

	Writing				Reading				Mathematics			
	1989		1990		1989		1990		1989		1990	
Grade	AISD	Texas	AISD	Texas	AISD	Texas	AISD	Texas	AISD	Texas	AISD	Texas
3	774	779	774	778	817	815	816	813	850	849	841	836
3 (S)	892	836	872	833	874	831	855	826	844	811	847	805
5	786	786	783	783	804	803	803	799	822	823	818	817
7	774	789	772	786	797	802	796	798	823	835	818	829
9	711	748	713	741	798	795	789	792	787	801	784	797
11	---	---	780	785	804	792	803	794	798	781	787	782

Changes from 1989-90 to 1990-91

	AISD	Texas
Higher:	2	2
The Same:	1	0
Lower:	14	15

AISD Changes in Comparison to Texas Changes

Higher:	10
The Same:	1
Lower:	6

ITBS/TAP Grade Equivalency of TAAS Mastery Criteria
Using the Equipercentile Method
ITBS/TAP April 1990 and TAAS October 1990

	3		5		7		9		11	
	TEAMS	TAAS	TEAMS	TAAS	TEAMS	TAAS	TEAMS	TAAS	TEAMS	TAAS
Writing	3.1	2.2	5.2	4.3	6.0	6.2	8.6	8.3	10.5	7.6
Reading	2.3	2.0	4.0	4.2	5.4	6.4	7.6	7.6	6.2	8.2
Mathematics	2.5	2.3	4.2	4.6	5.7	6.6	7.4	8.4	8.0	9.8
Total	2.6	2.2	4.5	4.4	5.7	6.4	7.9	8.1	8.2	8.5
Median GE at the Time of Testing	3.5	2.9	5.5	4.9	7.5	6.9	9.5	8.9	11.1	10.9
Difference GE	-0.9	-0.7	-1.0	-0.5	-1.8	-0.5	-1.6	-0.8	-2.9	-2.4

•The grade equivalent at the end of each grade is the grade plus ".9." The grade equivalent at the time of testing for the TEAMS (the beginning of the sixth month of the school year) is the grade plus .5 for all grades except 11. The Exit-Level TEAMS was administered in the second month of the school year (11.2 in grade equivalent).

JOINT URBAN EVALUATION COUNCIL
1990-91 TAAS SUMMARY

GRADE 3
NON-SPECIAL EDUCATION STUDENTS

WRITING	AUSTIN	CORPUS CHRISTI	DALLAS	EL PASO	FORT WORTH	HOUSTON	SAN ANTONIO	YSLETA	JUEC	TEXAS
Written Composition	80	88	81	75	83	83	75	74	81	84
Average Scale Score	1559	1589	1530	1538	1549	1556	1510	1512	1544	1578
TEAMS Equivalent	777	793	756	765	765	774	747	750	766	784
Percent Mastery Level	68	76	62	64	64	69	59	58	65	71
Percent Academic Recognition	3	4	3	2	4	3	1	1	3	5
READING										
Average Scale Score	1661	1670	1586	1628	1598	1617	1575	1644	1615	1655
TEAMS Equivalent	818	824	777	800	783	794	771	809	793	816
Percent Mastery Level	85	88	75	82	75	80	76	85	80	85
Percent Academic Recognition	49	51	36	42	38	40	31	47	40	48
MATHEMATICS										
Average Scale Score	1681	1673	1612	1614	1621	1642	1607	1622	1633	1668
TEAMS Equivalent	844	842	808	810	813	825	809	816	820	839
Percent Mastery Level	87	89	78	78	80	83	82	83	82	87
Percent Academic Recognition	36	34	24	24	27	28	21	24	27	34
Percent Passing All Tests Taken	63	69	54	55	56	60	51	53	58	65
Percent Recognition All Tests Taken	2	2	1	1	2	2	1	0	2	3
Total Number Tested	4721	2788	8836	3468	4891	11848	4082	2515	43149	225574

JOINT URBAN EVALUATION COUNCIL
1990-91 TAAS SUMMARY

GRADE 3 SPANISH
NON-SPECIAL EDUCATION STUDENTS

WRITING	AUSTIN	CORPUS CHRISTI	DALLAS	EL PASO	FORT WORTH	HOUSTON	SAN ANTONIO	YSLETA	JUEC	TEXAS
Average Scale Score	1520	1398	1363	1457	1412	1508	1373	1478	1462	1443
TEAMS Equivalent	873	814	793	843	818	867	796	853	844	834
Percent Mastery Level	65	60	29	49	36	60	28	54	50	46
Percent Academic Recognition	34	20	10	22	18	28	14	26	23	20
READING										
Average Scale Score	1598	1504	1439	1578	1501	1604	1530	1587	1559	1540
TEAMS Equivalent	858	821	776	849	810	860	824	853	838	828
Percent Mastery Level	81	70	47	77	58	80	63	79	72	67
Percent Academic Recognition	35	30	13	31	23	38	23	33	30	28
MATHEMATICS										
Average Scale Score	1643	1522	1512	1550	1574	1639	1553	1564	1584	1576
TEAMS Equivalent	850	771	769	794	806	843	799	806	813	807
Percent Mastery Level	87	70	61	69	72	84	77	76	75	73
Percent Academic Recognition	25	20	8	12	16	24	9	12	17	16
Percent Passing All Tests Taken	61	50	21	41	32	55	25	47	44	39
Percent Recognition All Tests Taken	7	0	1	4	5	9	4	4	6	5
Total Number Tested	273	10	1085	982	276	2173	57	856	5712	11102

JOINT URBAN EVALUATION COUNCIL
1990-91 TAAS SUMMARY

GRADE 5
NON-SPECIAL EDUCATION STUDENTS

WRITING	AUSTIN	CORPUS CHRISTI	DALLAS	EL PASO	FORT WORTH	HOUSTON	SAN ANTONIO	YSLETA	JUEC	TEXAS
Written Composition	92	94	89	87	89	90	85	87	89	92
Average Scale Score	1607	1616	1559	1559	1575	1582	1546	1539	1573	1604
TEAMS Equivalent	786	794	758	759	765	772	754	747	767	784
Percent Mastery Level	82	86	74	75	74	78	74	70	76	81
Percent Academic Recognition	6	6	3	3	5	5	2	2	4	7
READING										
Average Scale Score	1568	1572	1477	1515	1513	1520	1502	1519	1516	1560
TEAMS Equivalent	805	808	765	782	781	785	777	784	783	802
Percent Mastery Level	69	73	53	61	60	62	60	64	61	70
Percent Academic Recognition	36	35	22	29	27	27	24	27	27	35
MATHEMATICS										
Average Scale Score	1539	1556	1486	1487	1479	1490	1484	1472	1495	1537
TEAMS Equivalent	821	832	797	797	791	798	797	790	801	821
Percent Mastery Level	61	67	52	51	50	51	51	49	53	62
Percent Academic Recognition	20	20	12	11	12	13	10	10	13	18
Percent Passing All Tests Taken	53	58	41	43	42	43	40	41	44	53
Percent Recognition All Tests Taken	3	2	1	1	2	2	0	1	2	3
Total Number Tested	4301	2848	9001	4054	4709	12682	3864	3221	44680	229063

JOINT URBAN EVALUATION COUNCIL
1990-91 TAAS SUMMARY

GRADE 7
NON-SPECIAL EDUCATION STUDENTS

WRITING	AUSTIN	CORPUS CHRISTI	DALLAS	EL PASO	FORT WORTH	HOUSTON	SAN ANTONIO	YSLETA	JUEC	TEXAS
Written Composition	81	91	85	86	87	87	86	87	86	87
Average Scale Score	1542	1580	1505	1537	1547	1527	1522	1532	1531	1565
TEAMS Equivalent	778	801	763	779	781	774	772	779	776	790
Percent Mastery Level	68	82	63	71	69	68	68	72	69	74
Percent Academic Recognition	5	5	2	3	5	3	3	2	3	6
READING										
Average Scale Score	1461	1451	1382	1418	1433	1411	1388	1447	1417	1464
TEAMS Equivalent	801	797	766	781	788	779	769	795	781	802
Percent Mastery Level	59	57	43	52	52	49	44	58	50	60
Percent Academic Recognition	22	19	11	15	18	14	10	16	15	21
MATHEMATICS										
Average Scale Score	1498	1514	1448	1477	1478	1459	1433	1474	1467	1512
TEAMS Equivalent	825	835	804	819	816	810	798	819	813	834
Percent Mastery Level	58	63	50	57	54	52	47	57	54	63
Percent Academic Recognition	16	16	9	11	13	9	7	9	11	16
Percent Passing All Tests Taken	44	47	33	42	41	37	32	43	39	48
Percent Recognition All Tests Taken	2	2	1	1	2	1	1	1	1	2
Total Number Tested	3843	2809	7908	3881	4142	11130	3457	3209	40379	217897

JOINT URBAN EVALUATION COUNCIL
1990-91 TAAS SUMMARY

GRADE 9
NON-SPECIAL EDUCATION STUDENTS

WRITING	AUSTIN	CORPUS CHRISTI	DALLAS	EL PASO	FORT WORTH	HOUSTON	SAN ANTONIO	YSLETA	JUEC	TEXAS
Written Composition	67	83	79	66	71	58	74	82	70	78
Average Scale Score	1510	1552	1516	1490	1492	1460	1496	1546	1498	1548
TEAMS Equivalent	720	750	728	710	711	691	714	746	715	743
Percent Mastery Level	57	75	65	56	57	47	59	72	58	68
Percent Academic Recognition	3	2	2	1	2	1	3	3	2	5
READING										
Average Scale Score	1551	1557	1493	1511	1503	1505	1477	1546	1511	1554
TEAMS Equivalent	795	799	766	774	770	772	758	794	775	796
Percent Mastery Level	78	81	69	70	69	70	66	81	72	78
Percent Academic Recognition	29	26	18	21	21	21	15	22	21	28
MATHEMATICS										
Average Scale Score	1460	1478	1410	1439	1415	1428	1386	1461	1429	1484
TEAMS Equivalent	790	800	768	781	768	775	756	794	776	802
Percent Mastery Level	54	58	45	51	45	47	39	57	48	59
Percent Academic Recognition	10	10	5	7	7	7	4	6	7	11
Percent Passing All Tests Taken	41	51	37	38	37	32	31	48	37	50
Percent Recognition All Tests Taken	2	1	1	1	1	1	1	1	1	2
Total Number Tested	4258	2626	9036	4862	4483	12521	4002	3623	45411	230137

Attachment 2

90.48

JOINT URBAN EVALUATION COUNCIL
1990-91 TAAS SUMMARY

GRADE 11
NON-SPECIAL EDUCATION STUDENTS

WRITING	AUSTIN	CORPUS CHRISTI	DALLAS	EL PASO	FORT WORTH	HOUSTON	SAN ANTONIO	YSLETA	JUEC	TEXAS
Written Composition	87	86	83	78	75	65	84	85	78	85
Average Scale Score	1622	1602	1580	1568	1553	1536	1597	1584	1572	1617
TEAMS Equivalent	784	778	769	763	757	749	773	771	764	782
Percent Mastery Level	84	83	79	74	70	62	78	81	74	82
Percent Academic Recognition	5	1	1	1	1	1	5	1	2	5
READING										
Average Scale Score	1644	1605	1561	1591	1590	1593	1555	1584	1588	1614
TEAMS Equivalent	807	792	775	787	786	787	773	784	785	796
Percent Mastery Level	91	90	83	85	85	85	83	87	86	88
Percent Academic Recognition	40	34	28	32	32	33	25	27	31	35
MATHEMATICS										
Average Scale Score	1578	1540	1477	1533	1510	1543	1485	1526	1523	1560
TEAMS Equivalent	793	775	745	772	760	775	749	769	766	785
Percent Mastery Level	77	72	62	69	65	71	63	70	68	76
Percent Academic Recognition	21	16	9	17	15	17	10	14	15	19
Percent Passing All Tests Taken	68	64	52	58	52	51	54	62	56	66
Percent Recognition All Tests Taken	2	1	0	0	1	0	1	1	1	2
Total Number Tested	2436	1967	5127	3030	2889	7160	2250	2981	27840	167473

PERCENTAGE OF STUDENTS MASTERING THE TAAS BY ETHNICITY
AISD and Texas, 1990-91 - All Students Tested*

	--AM. INDIAN--		--ASIAN--		--BLACK--		--HISPANIC--		--WHITE--		--ALL STUDENTS--	
	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS
GRADE 3												
WRITING	56	71	78	82	54	59	60	60	77	78	67	70
READING	75	88	94	92	73	76	78	76	92	90	84	84
MATHEMATICS	81	86	94	92	73	76	82	79	94	93	86	86
ALL TESTED	56	70	76	80	44	54	53	55	74	76	62	67
GRADE 5												
WRITING	58	82	92	91	72	72	77	73	88	86	81	80
READING	50	69	85	83	52	53	57	56	84	79	68	68
MATHEMATICS	31	60	77	83	37	40	48	48	78	73	60	60
ALL TESTED	23	53	71	75	31	33	38	39	70	66	51	53
GRADE 7												
WRITING	60	70	75	84	48	59	56	64	79	80	65	72
READING	50	59	80	79	38	43	40	43	77	72	57	59
MATHEMATICS	40	62	79	84	30	41	41	47	76	74	55	61
ALL TESTED	30	47	61	72	20	29	26	32	62	61	42	47
GRADE 9												
WRITING	77	68	57	78	39	52	43	57	70	76	54	66
READING	83	77	80	82	60	64	66	66	90	87	75	76
MATHEMATICS	64	60	77	81	27	37	36	43	75	72	52	57
ALL TESTED	62	53	52	71	20	31	24	36	60	65	39	50
GRADE 11												
WRITING	60	80	68	80	77	72	76	73	88	87	82	81
READING	80	86	80	87	82	80	82	79	97	94	90	88
MATHEMATICS	60	76	81	88	56	56	66	64	87	84	75	74
ALL TESTED	40	69	60	77	48	50	56	55	79	78	66	68

*Includes special education students

1990-91 TAAS BY ETHNICITY
Urban 8 - All Students Tested*

	GRADE 3						GRADE 5						GRADE 7						GRADE 9						GRADE 11					
	AI	A	B	H	W	TOT	AI	A	B	H	W	TOT	AI	A	B	H	W	TOT	AI	A	B	H	W	TOT	AI	A	B	H	W	TOT
AUSTIN	56	76	44	53	74	62	23	71	31	38	70	51	30	61	20	26	62	42	62	52	20	24	60	39	40	60	48	56	79	66
CORPUS CHRISTI	80	79	55	64	80	68	100	75	39	51	73	56	-	94	30	39	64	45	40	69	31	41	67	47	100	56	51	54	78	61
DALLAS	46	63	49	47	68	52	48	56	33	36	61	39	38	56	26	30	52	31	30	52	29	35	58	35	59	55	45	49	73	51
EL PASO	-	78	46	47	70	53	-	61	34	33	65	41	-	70	36	33	61	40	-	65	34	30	57	36	-	73	54	50	76	57
FORT WORTH	1	63	45	41	75	55	80	58	25	30	62	41	55	65	24	28	62	39	56	55	18	28	58	35	100	63	34	37	73	51
HOUSTON	42	78	55	53	79	59	45	73	34	35	71	41	82	74	28	30	68	35	22	64	23	26	59	31	50	68	44	41	72	50
SAN ANTONIO	-	30	47	50	63	50	-	33	33	38	55	38	-	50	26	30	45	31	-	30	22	30	47	30	-	55	43	54	63	53
YSLETA	30	53	53	48	60	50	-	42	37	35	55	38	42	56	37	36	56	39	50	70	39	42	64	45	50	64	63	56	77	59
URBAN 8	50	71	50	51	73	56	39	65	32	37	66	42	43	67	26	32	61	36	43	59	25	32	59	35	58	64	44	50	75	54
TEXAS	70	80	54	55	76	67	53	75	33	39	66	53	47	72	29	32	61	47	53	71	31	36	65	50	69	77	50	55	78	68

*Includes special education students

AI = American Indian
A = Asian
B = Black
H = Hispanic
W = White
TOT = Total

COMPOSITE SCORES (1988 NORMS)

		PERCENTILES			GRADE EQUIVALENTS		
GRADE	ETHNICITY	80	90	91	80	90	91
1	BLACK	30	46	45	1.40	1.74	1.72
	HISPANIC	30	43	45	1.40	1.68	1.72
	OTHER	59	73	74	2.00	2.33	2.35
	TOTAL	49	59	60	1.80	2.00	2.02
2	BLACK	25	43	45	2.20	2.67	2.74
	HISPANIC	25	49	49	2.20	2.82	2.82
	OTHER	64	78	77	3.20	3.62	3.58
	TOTAL	44	63	64	2.70	3.17	3.20
3	BLACK	13	37	40	2.70	3.45	3.53
	HISPANIC	25	44	46	3.10	3.66	3.71
	OTHER	60	76	76	4.10	4.61	4.60
	TOTAL	46	57	60	3.70	4.02	4.10
4	BLACK	12	32	35	3.40	4.20	4.30
	HISPANIC	18	40	41	3.70	4.46	4.51
	OTHER	66	72	75	5.30	5.54	5.65
	TOTAL	44	53	55	4.60	4.89	4.97
5	BLACK	16	33	33	4.40	5.14	5.12
	HISPANIC	21	40	42	4.60	5.40	5.45
	OTHER	61	72	74	6.20	6.59	6.71
	TOTAL	43	53	54	5.50	5.88	5.93
6	BLACK	10	28	26	4.90	5.78	5.71
	HISPANIC	13	31	33	5.10	5.93	6.06
	OTHER	46	71	70	6.60	7.60	7.56
	TOTAL	36	47	47	6.20	6.66	6.67
7	BLACK	5	31	29	5.20	6.85	6.74
	HISPANIC	8	34	33	5.50	6.98	6.94
	OTHER	52	69	69	7.80	8.64	8.63
	TOTAL	30	52	50	6.80	7.79	7.74
8	BLACK	5	28	31	5.80	7.53	7.70
	HISPANIC	10	36	36	6.30	7.98	8.00
	OTHER	48	71	74	8.60	9.66	9.79
	TOTAL	27	52	53	7.50	8.81	8.87
GRADE	ETHNICITY	84	90	91	84	90	91
9	BLACK	26	38	36	8.00	8.94	8.77
	HISPANIC	31	44	41	8.40	9.47	9.16
	OTHER	70	75	73	11.90	12.59	12.29
	TOTAL	53	59	58	10.10	10.64	10.49
10	BLACK	28	43	40	8.90	10.17	9.88
	HISPANIC	35	49	52	9.50	10.80	10.95
	OTHER	68	75	75	13.10	13.99	14.01
	TOTAL	57	62	62	11.60	12.45	12.39
11	BLACK	21	40	42	8.80	10.92	11.09
	HISPANIC	33	48	47	10.20	11.70	11.69
	OTHER	65	74	75	13.90	14.86	15.02
	TOTAL	53	61	62	12.50	13.37	13.49
12	BLACK	23	30	31	9.60	10.45	10.68
	HISPANIC	29	38	41	10.40	11.69	12.08
	OTHER	57	65	63	14.00	14.87	14.58
	TOTAL	44	52	52	12.50	13.37	13.37

ITBS

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES GRADES 1 - 8

UP	SAME	DOWN
6	1	1

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES GRADES 9 - 12

UP	SAME	DOWN
1	2	1

ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY
Composite Scores for Grades 1-8 for ITBS
Composite Scores for Grades 9-12 for TAP

MATHEMATICS SCORES (1988 NORMS)

		PERCENTILES		GRADE EQUIVALENTS	
GRADE	ETHNICITY	90	91	90	91
1	BLACK	37	38	1.65	1.66
	HISPANIC	41	44	1.72	1.77
	OTHER	74	75	2.29	2.31
	TOTAL	57	59	1.98	2.01
2	BLACK	41	47	2.67	2.80
	HISPANIC	51	58	2.88	3.04
	OTHER	81	81	3.57	3.57
	TOTAL	65	69	3.18	3.27
3	BLACK	31	35	3.33	3.42
	HISPANIC	42	43	3.57	3.61
	OTHER	71	72	4.30	4.33
	TOTAL	53	57	3.85	3.95
4	BLACK	30	32	4.20	4.26
	HISPANIC	41	45	4.52	4.64
	OTHER	68	73	5.31	5.46
	TOTAL	51	56	4.83	4.96
5	BLACK	31	32	5.18	5.21
	HISPANIC	43	41	5.56	5.51
	OTHER	71	73	6.49	6.57
	TOTAL	54	54	5.92	5.92
6	BLACK	26	24	5.89	5.82
	HISPANIC	33	35	6.17	6.27
	OTHER	64	67	7.26	7.38
	TOTAL	44	46	6.59	6.67
7	BLACK	26	23	6.76	6.62
	HISPANIC	31	32	6.94	6.98
	OTHER	64	65	8.32	8.34
	TOTAL	45	44	7.53	7.51
8	BLACK	23	24	7.33	7.38
	HISPANIC	33	34	7.83	7.88
	OTHER	63	64	9.26	9.32
	TOTAL	44	46	8.42	8.50

GRADE	ETHNICITY	90	91	90	91
9	BLACK	30	29	8.23	8.21
	HISPANIC	36	35	8.69	8.63
	OTHER	67	66	12.31	12.15
	TOTAL	48	47	9.85	9.75
10	BLACK	35	33	9.44	9.22
	HISPANIC	47	45	10.60	10.46
	OTHER	71	72	13.70	13.85
	TOTAL	60	59	12.56	12.47
11	BLACK	37	40	10.21	10.57
	HISPANIC	45	51	11.22	12.02
	OTHER	75	74	14.78	14.70
	TOTAL	64	64	13.45	13.42
12	BLACK	29	31	9.97	10.18
	HISPANIC	39	42	11.18	11.67
	OTHER	70	70	14.85	14.79
	TOTAL	57	59	13.27	13.42

ITBS

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES GRADES 1 - 8

UP	SAME	DOWN
6	1	1

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES GRADES 9 - 12

UP	SAME	DOWN
1	1	2

ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY
Mathematics Total Scores for Grades 1-8 for ITBS
Mathematics Scores for Grades 9-12 for TAP

READING SCORES (1988 NORMS)

		PERCENTILES		GRADE EQUIVALENTS	
GRADE	ETHNICITY	90	91	90	91
1	BLACK	40	39	1.60	1.59
	HISPANIC	38	39	1.56	1.58
	OTHER	64	66	2.16	2.21
	TOTAL	52	53	1.86	1.90
2	BLACK	36	39	2.40	2.48
	HISPANIC	42	40	2.55	2.51
	OTHER	75	74	3.60	3.56
	TOTAL	59	61	3.06	3.09
3	BLACK	31	33	3.18	3.25
	HISPANIC	36	37	3.35	3.38
	OTHER	68	68	4.45	4.45
	TOTAL	47	49	3.70	3.76
4	BLACK	31	31	4.04	4.03
	HISPANIC	37	37	4.30	4.30
	OTHER	67	69	5.47	5.54
	TOTAL	50	50	4.77	4.77
5	BLACK	31	31	4.96	4.97
	HISPANIC	37	38	5.23	5.28
	OTHER	66	68	6.48	6.61
	TOTAL	51	52	5.79	5.85
6	BLACK	27	26	5.58	5.54
	HISPANIC	30	32	5.76	5.89
	OTHER	65	65	7.52	7.50
	TOTAL	45	45	6.55	6.53
7	BLACK	33	33	6.81	6.81
	HISPANIC	34	34	6.91	6.88
	OTHER	67	67	8.77	8.79
	TOTAL	48	48	7.74	7.71
8	BLACK	33	35	7.75	7.88
	HISPANIC	37	39	8.00	8.08
	OTHER	68	70	9.74	9.89
	TOTAL	50	53	8.81	8.93

GRADE	ETHNICITY	90	91	90	91
9	BLACK	36	33	8.45	8.23
	HISPANIC	43	40	9.13	8.93
	OTHER	74	69	12.86	12.18
	TOTAL	58	53	10.51	10.02
10	BLACK	42	39	9.96	9.61
	HISPANIC	49	49	10.77	10.78
	OTHER	76	74	14.11	13.89
	TOTAL	63	61	12.52	12.32
11	BLACK	40	41	10.62	10.78
	HISPANIC	50	47	12.04	11.60
	OTHER	74	73	14.89	14.73
	TOTAL	63	62	13.51	13.36
12	BLACK	32	36	10.18	10.83
	HISPANIC	43	46	11.93	12.28
	OTHER	68	66	15.01	14.67
	TOTAL	58	55	13.61	13.31

ITBS

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES
GRADES 1 - 8

UP	SAME	DOWN
5	3	0

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES
GRADES 9 - 12

UP	SAME	DOWN
0	0	4

ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY
Reading Comprehension Scores for Grades 1-8 for ITBS
Reading Scores for Grades 9-12 for TAP

LANGUAGE TOTAL SCORES (1988 NORMS)

		PERCENTILES		GRADE EQUIVALENTS	
GRADE	ETHNICITY	90	91	90	91
1	BLACK	46	45	1.69	1.67
	HISPANIC	40	42	1.56	1.60
	OTHER	60	64	2.04	2.15
	TOTAL	51	54	1.80	1.87
2	BLACK	50	52	2.80	2.84
	HISPANIC	46	48	2.69	2.73
	OTHER	67	66	3.38	3.33
	TOTAL	59	59	3.07	3.06
3	BLACK	55	61	4.07	4.27
	HISPANIC	61	65	4.31	4.44
	OTHER	79	80	5.09	5.15
	TOTAL	69	72	4.63	4.76
4	BLACK	43	46	4.63	4.73
	HISPANIC	48	51	4.81	4.93
	OTHER	71	75	5.73	5.93
	TOTAL	59	62	5.22	5.37
5	BLACK	42	43	5.50	5.54
	HISPANIC	48	50	5.78	5.86
	OTHER	72	75	6.86	7.03
	TOTAL	59	60	6.24	6.29
6	BLACK	36	36	6.12	6.11
	HISPANIC	39	43	6.28	6.50
	OTHER	67	70	7.64	7.80
	TOTAL	50	53	6.84	7.00
7	BLACK	42	42	7.32	7.31
	HISPANIC	45	45	7.49	7.52
	OTHER	73	72	9.05	8.99
	TOTAL	58	56	8.22	8.12
8	BLACK	38	41	7.95	8.12
	HISPANIC	46	47	8.48	8.50
	OTHER	74	76	10.21	10.32
	TOTAL	58	60	9.21	9.32

GRADE	ETHNICITY	90	91	90	91
9	BLACK	43	39	9.09	8.71
	HISPANIC	46	42	9.50	9.02
	OTHER	71	69	12.60	12.42
	TOTAL	56	54	10.79	10.50
10	BLACK	41	40	9.88	9.81
	HISPANIC	49	46	10.94	10.61
	OTHER	73	72	13.49	13.43
	TOTAL	62	61	12.46	12.39
11	BLACK	43	44	11.03	11.15
	HISPANIC	50	47	11.95	11.57
	OTHER	74	72	14.17	14.00
	TOTAL	60	60	12.91	12.91
12	BLACK	35	34	10.63	10.53
	HISPANIC	43	43	11.89	11.90
	OTHER	68	63	14.11	13.72
	TOTAL	56	53	13.07	12.84

ITBS

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES
GRADES 1 - 8

UP	SAME	DOWN
6	1	1

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES
GRADES 9 - 12

UP	SAME	DOWN
0	1	3

ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY
Spelling Scores for Grades 1 and 2 for ITBS
Language Total for Grades 3-8 for ITBS
Written Expression for Grades 9-12 for TAP

WORD ANALYSIS (Grades 1-2)/WORK-STUDY SKILLS (Grades 3-8)

		PERCENTILES		GRADE EQUIVALENTS	
GRADE	ETHNICITY	90	91	90	91
1	BLACK	53	51	1.94	1.89
	HISPANIC	55	57	1.97	2.02
	OTHER	81	79	2.79	2.72
	TOTAL	69	68	2.34	2.32
2	BLACK	46	49	2.81	2.90
	HISPANIC	57	55	3.16	3.08
	OTHER	77	76	3.85	3.81
	TOTAL	65	64	3.45	3.41
3	BLACK	36	37	3.35	3.38
	HISPANIC	43	45	3.58	3.64
	OTHER	71	72	4.48	4.50
	TOTAL	54	56	3.92	3.98
4	BLACK	35	35	4.22	4.23
	HISPANIC	45	46	4.60	4.62
	OTHER	70	74	5.53	5.68
	TOTAL	54	57	4.93	5.02
5	BLACK	34	34	5.06	5.05
	HISPANIC	45	44	5.53	5.49
	OTHER	70	71	6.62	6.66
	TOTAL	55	55	5.92	5.95
6	BLACK	26	25	5.58	5.49
	HISPANIC	32	35	5.92	6.05
	OTHER	63	65	7.34	7.43
	TOTAL	46	47	6.56	6.61
7	BLACK	30	30	6.65	6.63
	HISPANIC	34	34	6.85	6.83
	OTHER	68	67	8.71	8.64
	TOTAL	49	49	7.70	7.67
8	BLACK	30	32	7.50	7.60
	HISPANIC	39	40	8.03	8.09
	OTHER	69	71	9.76	9.91
	TOTAL	52	54	8.87	8.94

ITBS

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES
GRADES 1 - 8

UP	SAME	DOWN
4	2	2

USING SOURCES OF INFORMATION SCORES (1988 NORMS)

GRADE	ETHNICITY	90	91	90	91
9	BLACK	38	37	8.90	8.80
	HISPANIC	44	41	9.42	9.13
	OTHER	73	73	12.43	12.34
	TOTAL	58	57	10.56	10.46
10	BLACK	37	39	9.80	10.01
	HISPANIC	50	53	10.82	11.07
	OTHER	78	78	14.62	14.67
	TOTAL	66	65	12.82	12.69
11	BLACK	41	44	10.74	10.95
	HISPANIC	48	50	11.49	11.73
	OTHER	75	78	15.29	15.77
	TOTAL	64	68	13.67	14.11
12	BLACK	28	31	10.06	10.40
	HISPANIC	43	45	11.63	11.94
	OTHER	72	71	15.77	15.66
	TOTAL	60	59	13.85	13.82

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES
GRADES 9 - 12

UP	SAME	DOWN
1	0	3

ITBS AND TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY
Word Analysis, Grades 1 and 2 for ITBS
Work-Study Skills for Grades 3-8 for ITBS
Using Sources of Information for Grades 9-12 for TAP

SOCIAL STUDIES SCORES (1988 NORMS)

		PERCENTILES		GRADE EQUIVALENTS	
GRADE	ETHNICITY	90	91	90	91
9	BLACK	33	34	8.68	8.82
	HISPANIC	43	38	9.44	9.12
	OTHER	70	70	11.45	11.45
	TOTAL	54	52	10.14	10.06
10	BLACK	37	36	9.77	9.70
	HISPANIC	45	46	10.40	10.47
	OTHER	71	71	13.06	13.14
	TOTAL	58	58	11.60	11.65
11	BLACK	39	41	10.74	10.88
	HISPANIC	43	45	11.10	11.29
	OTHER	72	74	14.27	14.53
	TOTAL	62	63	13.14	13.21
12	BLACK	34	32	10.93	10.75
	HISPANIC	41	43	11.75	11.88
	OTHER	67	64	14.41	14.05
	TOTAL	51	49	12.94	12.80

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES GRADES 9 - 12

UP	SAME	DOWN
1	1	2

SCIENCE SCORES (1988 NORMS)

		PERCENTILES		GRADE EQUIVALENTS	
GRADE	ETHNICITY	90	91	90	91
9	BLACK	40	37	9.06	8.86
	HISPANIC	44	42	9.33	9.19
	OTHER	80	79	13.35	13.20
	TOTAL	61	60	10.80	10.69
10	BLACK	41	40	9.96	9.91
	HISPANIC	47	51	10.60	11.01
	OTHER	78	80	14.29	14.55
	TOTAL	64	67	12.46	12.85
11	BLACK	35	39	10.34	10.68
	HISPANIC	42	46	11.05	11.44
	OTHER	78	79	15.17	15.26
	TOTAL	63	65	13.34	13.54
12	BLACK	26	27	10.16	10.23
	HISPANIC	34	37	10.85	11.15
	OTHER	72	72	15.11	15.21
	TOTAL	52	54	13.03	13.28

TAP

SUMMARY OF TOTAL GROUP PERCENTILE CHANGES GRADES 9 - 12

UP	SAME	DOWN
3	0	1

TAP MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY
Social Studies and Science Scores for Grades 9-12

GRADE	ETHNICITY	READING COMPRE.	LANGUAGE (SPELLING)	WORD ANALYSIS	MATH TOTAL	COMPOSITE
1	BLACK	53	52	71	55	62
	HISPANIC	52	50	75	62	62
	OTHER	79	68	90	87	84
	TOTAL	67	59	82	75	74
2	BLACK	53	67	72	62	62
	HISPANIC	54	63	77	73	66
	OTHER	84	80	90	89	87
	TOTAL	75	74	84	81	78

GRADE	ETHNICITY	READING COMPRE.	LANGUAGE TOTAL	WORK-STUDY	MATH TOTAL	COMPOSITE
3	BLACK	47	75	51	45	57
	HISPANIC	51	79	59	53	64
	OTHER	81	89	83	81	87
	TOTAL	63	84	70	68	77
4	BLACK	43	60	48	40	50
	HISPANIC	51	66	60	56	57
	OTHER	82	84	85	83	86
	TOTAL	64	75	71	68	72
5	BLACK	44	55	47	42	50
	HISPANIC	52	63	59	53	61
	OTHER	81	85	83	83	87
	TOTAL	66	73	70	67	73
6	BLACK	37	46	36	32	38
	HISPANIC	45	55	50	46	48
	OTHER	79	80	78	79	84
	TOTAL	60	66	62	60	65
7	BLACK	47	53	42	31	42
	HISPANIC	48	57	47	40	47
	OTHER	82	81	80	77	83
	TOTAL	65	68	64	56	67
8	BLACK	50	51	44	29	44
	HISPANIC	55	59	54	41	51
	OTHER	86	87	87	80	88
	TOTAL	72	73	72	61	72

ITBS MEDIAN PERCENTILE SCORES, URBAN NORMS, GRADES 1-8, BY ETHNICITY, 1990-91.

		READING COMPRE.	MATH	WRITTEN EXPRESSION	USING SOURCES	SOCIAL STUDIES	SCIENCE	COMPOSITE
9	BLACK	44	40	50	49	49	49	47
	HISPANIC	52	46	53	52	53	55	53
	OTHER	78	76	78	80	78	88	82
	TOTAL	64	59	65	67	66	72	68
10	BLACK	48	42	50	50	46	51	47
	HISPANIC	57	54	56	60	56	62	59
	OTHER	79	78	80	81	79	85	83
	TOTAL	68	69	69	71	68	75	72
11	BLACK	49	46	52	50	48	47	49
	HISPANIC	54	55	55	55	53	56	54
	OTHER	78	78	77	81	80	84	83
	TOTAL	68	68	67	72	69	72	71
12	BLACK	43	37	38	34	35	33	35
	HISPANIC	53	47	48	49	47	46	51
	OTHER	72	73	67	76	67	77	74
	TOTAL	62	60	58	65	55	61	63

TAP MEDIAN PERCENTILE SCORES, URBAN NORMS, GRADES 9-12, BY ETHNICITY, 1990-91.

GRADE	MEAL STATUS	BLACK		HISPANIC		OTHER		ALL	
		%ile	(N)	%ile	(N)	%ile	(N)	%ile	(N)
1	Free/Reduced	43	736	39	996	58	511	44	2243
	Full Price	56	201	59	428	77	1999	73	2628
2	Free/Reduced	43	592	43	998	65	520	49	2110
	Full Price	56	214	61	467	80	1888	76	2569
3	Free/Reduced	36	648	42	980	59	465	44	2093
	Full Price	53	241	59	451	79	1880	74	2572
4	Free/Reduced	31	611	37	962	58	445	39	2018
	Full Price	47	245	53	438	78	1703	71	2386
5	Free/Reduced	29	571	34	962	61	365	37	1898
	Full Price	43	265	55	490	77	1644	69	2399
6	Free/Reduced	21	551	27	853	48	326	29	1730
	Full Price	35	246	49	469	73	1593	64	2308
7	Free/Reduced	25	439	26	694	49	290	29	1423
	Full Price	40	311	45	478	71	1561	62	2358
8	Free/Reduced	22	380	30	622	50	207	30	1209
	Full Price	42	308	50	444	76	1495	66	2247
9	Free/Reduced	31	356	34	501	59	166	35	1023
	Full Price	42	343	45	613	73	1605	66	2561
10	Free/Reduced	35	220	40	259	61	116	41	595
	Full Price	42	315	56	501	77	1514	68	2330
11	Free/Reduced	30	131	38	170	60	84	39	385
	Full Price	46	307	50	387	76	1340	66	2034
12	Free/Reduced	31	90	34	119	49	58	35	267
	Full Price	31	261	43	379	64	1194	55	1834

MEDIAN PERCENTILES, ITBS AND TAP COMPOSITE, STUDENTS QUALIFYING FOR A FREE OR REDUCED-PRICE MEAL (INCLUDING SIBLING), COMPARED TO STUDENTS NOT QUALIFYING, 1990-91.

Two-Year Trends in LEP Achievement ITBS/TAP

		Spanish Language				Vietnamese Language			
Language Total	Grade	Total Tested	1990	1991	Gain	Total Tested	1990	1991	Gain
	2	387	1.16	2.17	1.01	5	1.25	3.15	1.90
	3	316	2.02	3.71	1.69	4	3.25	4.33	1.07
	4	254	3.24	4.12	0.88	2	3.95	4.80	0.85
	5	197	3.75	4.77	1.02	3	3.85	4.30	0.45
	6	150	4.31	5.04	0.73	5	5.03	6.53	1.50
	7	101	4.44	5.73	1.29	4	6.60	8.88	2.28
	8	104	5.35	6.35	1.00	4	6.13	7.17	1.03
	9	118	5.77	6.23	0.45	7	6.40	8.30	1.90
	10	67	6.20	6.86	0.66	13	6.23	6.71	0.48
	11	45	6.18	6.72	0.55	2	5.55	5.75	0.20
	12	42	8.55	9.20	0.66	1	13.10	10.10	-3.00
	TOTAL	1781	3.47	4.49	1.02	50	5.41	6.48	1.07
Reading Comprehension	Grade	Total Tested	1990	1991	Gain	Total Tested	1990	1991	Gain
	2	387	1.03	2.04	1.01	5	1.07	2.63	1.55
	3	316	1.81	2.86	1.06	4	2.10	2.80	0.70
	4	254	2.48	3.30	0.82	2	3.15	4.30	1.15
	5	197	3.08	4.11	1.03	3	3.10	4.75	1.65
	6	150	3.90	4.64	0.74	5	4.20	5.47	1.27
	7	101	3.91	5.30	1.39	4	5.28	7.15	1.88
	8	104	5.03	6.17	1.14	4	4.77	5.67	0.90
	9	118	5.74	6.26	0.51	7	5.84	7.84	2.00
	10	67	6.00	7.00	1.00	13	6.00	6.66	0.66
	11	45	6.36	6.97	0.61	2	6.65	5.60	-1.05
	12	42	8.09	8.31	0.22	1	8.30	10.70	2.40
	TOTAL	1781	3.09	4.02	0.93	50	4.75	5.89	1.14
Mathematics Total	Grade	Total Tested	1990	1991	Gain	Total Tested	1990	1991	Gain
	2	387	1.60	2.82	1.22	5	1.52	3.24	1.72
	3	316	2.64	3.32	0.68	4	2.93	3.48	0.55
	4	254	3.07	4.13	1.06	2	3.65	4.50	0.85
	5	197	3.86	4.94	1.08	3	4.67	5.17	0.50
	6	150	4.70	5.48	0.79	5	5.10	6.46	1.36
	7	101	5.37	6.05	0.68	4	7.58	9.05	1.47
	8	104	5.99	6.92	0.93	4	5.85	7.23	1.37
	9	118	6.53	7.13	0.59	7	8.67	11.13	2.46
	10	67	7.70	8.03	0.32	13	8.75	9.92	1.17
	11	45	7.96	8.24	0.28	2	7.60	6.80	-0.80
	12	42	9.52	9.73	0.20	1	14.30	15.70	1.40
	TOTAL	1781	3.81	4.68	0.87	50	6.37	7.65	1.28

Two-Year Trends in LEP Achievement ITBS/TAP

		Other Languages				Total Tested			
Language Total	Grade	Total Tested	1990	1991	Gain	Total Tested	1990	1991	Gain
	2	16	1.60	3.35	1.75	408	1.18	2.24	1.06
	3	12	2.55	5.08	2.53	332	2.06	3.77	1.71
	4	10	3.30	4.79	1.49	266	3.25	4.15	0.90
	5	6	4.30	5.82	1.52	206	3.77	4.80	1.03
	6	3	4.60	6.60	2.00	158	4.33	5.11	0.77
	7	1	9.10	10.80	1.70	106	4.57	5.90	1.33
	8	6	5.90	6.56	.66	114	5.40	6.38	0.99
	9	5	5.52	7.78	2.26	130	5.80	6.41	0.61
	10	4	9.53	10.28	0.75	84	6.37	7.00	0.63
	11	6	8.83	9.80	0.97	53	6.45	7.04	0.58
	12	3	9.07	8.43	-0.63	46	8.68	9.17	0.49
	TOTAL	72	4.49	6.06	1.57	1903	3.56	4.60	1.04
Reading Comprehension	Grade	Total Tested	1990	1991	Gain	Total Tested	1990	1991	Gain
	2	16	1.23	2.49	1.26	408	1.04	2.07	1.03
	3	12	1.96	4.23	2.27	332	1.82	2.92	1.10
	4	10	2.74	3.93	1.19	266	2.50	3.33	0.83
	5	6	3.32	4.90	1.58	206	3.08	4.14	1.05
	6	3	3.20	5.67	2.47	158	3.89	4.68	0.79
	7	1	8.10	10.20	2.10	106	4.01	5.42	1.42
	8	6	5.90	5.58	-0.32	114	5.06	6.13	1.07
	9	5	5.85	7.08	1.22	130	5.75	6.38	0.62
	10	4	8.05	8.93	0.88	84	6.10	7.04	0.94
	11	6	9.06	9.76	0.70	53	6.64	7.19	0.55
	12	3	7.43	8.80	1.37	46	8.05	8.40	0.35
	TOTAL	72	3.80	5.14	1.35	1903	3.16	4.12	0.95
Mathematics Total	Grade	Total Tested	1990	1991	Gain	Total Tested	1990	1991	Gain
	2	16	1.76	3.29	1.53	408	1.60	2.84	1.24
	3	12	3.69	4.43	0.74	332	2.69	3.36	0.68
	4	10	3.58	5.32	1.74	266	3.09	4.17	1.08
	5	6	4.40	5.98	1.58	206	3.88	4.97	1.09
	6	3	5.93	6.70	0.77	158	4.73	5.54	0.81
	7	1	8.20	9.10	0.90	106	5.49	6.20	0.72
	8	6	6.37	7.45	1.08	114	6.00	6.96	0.96
	9	5	7.85	9.75	1.90	130	6.69	7.44	0.74
	10	4	12.25	14.03	1.78	84	8.08	8.61	0.52
	11	6	13.57	14.17	0.60	53	8.58	8.86	0.28
	12	3	11.43	11.87	0.43	46	9.76	10.00	0.25
	TOTAL	72	5.62	6.87	1.26	1903	3.94	4.84	0.90

AUSTIN INDEPENDENT SCHOOL DISTRICT

SCHOLASTIC APTITUDE TEST (SAT) DATA

SENIOR CLASS	SAT VERBAL			SAT MATHEMATICS			NUMBER IN AISD SAMPLE
	AISD	TEXAS	NATIONWIDE	AISD	TEXAS	NATIONWIDE	
1974-75	460	431	434	507	467	472	1369
1975-76	456	427	431	507	466	472	1412
1976-77	451	424	429	505	464	470	1373
1977-78	451	425	429	500	460	468	1487
1978-79	450	418	427	498	456	467	1443
1979-80	450	416	424	499	455	466	1499
1980-81	450	415	424	495	455	466	1514
1981-82	444	415	426	495	453	467	1383
1982-83	444	412	425	489	453	468	1393
1983-84	438	413	426	484	453	471	1363
1984-85	450	419	431	497	459	475	1426
1985-86	444	419	431	489	458	475	1457
1986-87	446	416	430	488	459	476	1763
1987-88	442	417	428	489	462	476	1770
1988-89	439	415	427	491	462	476	1664
1989-90	439	413	424	489	461	476	1572

SAT Scores
1986-90 Graduates

	86	87	88	89	90	Change 89-90	Change 86-90
			Verbal				
AISD	444	446	442	439	439	0	-5
Texas	419	416	417	415	413	-2	-6
Nation	431	430	428	427	424	-3	-7
			Mathematics				
AISD	489	488	489	491	489	-2	0
Texas	458	459	462	462	461	-1	3
Nation	475	476	476	476	476	0	1
			Total				
AISD	933	934	931	930	928	-2	-5
Texas	877	875	879	877	874	-3	-3
Nation	906	906	904	903	900	-3	-6

Test Results by Campus

- TAAS
- ITBS
- TAP
- SAT
- ACT

Attachment 9

TAAS 1990-91
Grade 3
Non-Special Education Students
Percentage of Students With Academic Mastery
and Academic Recognition

SCHOOL	WRITING		READING		MATHEMATICS		PASSED ALL TESTS TAKEN	
	MASTERY	RECOGNITION	MASTERY	RECOGNITION	MASTERY	RECOGNITION	MASTERY	RECOGNITION
ALLAN	63	0	80	17	86	14	60	0
ALLISON	59	0	80	22	82	16	52	0
ANDREWS	59	7	72	30	74	20	46	5
BARRINGTON	47	0	74	35	81	28	47	0
BARTON HILLS	45	0	88	67	93	48	45	0
BECKER	74	4	88	48	87	26	69	2
BLACKSHEAR	71	0	62	31	79	31	55	0
BLANTON	72	0	83	39	89	17	64	0
BOONE	74	2	95	64	94	39	72	1
BRENTWOOD	80	4	83	53	94	48	73	2
BROOKE	43	0	71	22	78	15	34	0
BROWN	72	7	84	33	78	22	59	2
BRYKER WOODS	79	0	89	74	95	68	77	0
CAMPBELL	33	0	83	47	93	43	30	0
CASIS	75	5	96	72	98	67	74	5
COOK	52	0	81	39	81	33	46	0
CUNNINGHAM	64	2	89	52	84	25	55	0
DAWSON	72	3	82	47	99	43	69	1
DOSS	94	11	98	84	100	83	94	10
GALINDO	73	4	85	51	90	27	65	4
GOVALLE	58	0	77	30	77	18	48	0
GRAHAM	54	1	78	36	74	34	43	1
GULLETT	88	3	95	67	98	54	85	3
HARRIS	74	4	83	34	81	25	66	0
HIGHLAND PARK	97	5	97	79	100	74	96	4
HILL	94	20	100	84	99	67	92	15
HOUSTON	65	1	90	39	85	21	57	0
JOSLIN	63	1	92	48	87	24	58	1
KOCUREK	60	2	84	51	88	38	58	2
LANGFORD	61	6	79	45	72	31	55	5
LEE	98	0	100	78	100	71	98	0
LINDER	58	2	70	38	77	18	51	1
MAPLEWOOD	76	2	87	39	91	35	70	0
MATHEWS	86	11	87	55	97	41	76	8
MENCHACA	63	2	95	65	95	49	60	1
METZ	88	2	88	29	96	35	82	0
NORMAN	57	0	59	30	81	38	50	0
OAK HILL	90	9	97	75	97	56	87	6
OAK SPRINGS	40	0	67	13	46	6	25	0
ODOM	75	5	85	52	88	29	69	4
ORTEGA	63	0	85	19	93	22	63	0
PALM	56	0	73	24	78	22	47	0
PATTON	81	3	95	62	95	49	79	3
PEASE	70	0	90	68	92	31	68	0
PECAN SPRINGS	57	0	70	31	81	26	50	0
PILLOW	79	7	93	61	96	56	74	5
PLEASANT HILL	51	0	78	42	88	28	42	0
READ	N/T	N/T	N/T	N/T	N/T	N/T	N/T	N/T
REILLY	87	15	87	63	98	57	83	13
RIDGETOP	73	0	87	40	87	7	73	0
SANCHEZ	63	3	69	28	66	16	50	3
SIMS	63	2	69	35	67	15	50	0
ST. ELMO	57	0	82	48	90	36	58	0
SUMMITT	82	4	92	60	95	53	78	2
SUNSET VALLEY	74	0	95	57	94	44	73	0
TRAVIS HTS	81	5	88	53	89	37	75	3
WALNUT CREEK	72	4	87	49	80	36	65	4
WIDEN	52	0	74	33	81	21	45	0
WILLIAMS	50	1	89	50	87	31	47	1
WINN	49	0	73	31	77	19	42	0
WOOLDRIDGE	60	4	74	31	77	21	49	1
WOOTEN	65	0	80	41	79	30	57	0
ZAVALA	45	0	66	24	65	10	40	0
ZILKER	79	2	86	51	91	40	78	0
AISD	68	3	85	49	87	36	63	2
TEXAS	71	5	85	48	87	34	65	3

N/T - Not tested (school does not have grade 3)

TAAS 1990-91
Grade 3 Spanish
Non-Special Education Students
Percentage of Students With Academic Mastery
and Academic Recognition

SCHOOL	WRITING		READING		MATHEMATICS		PASSED ALL TESTS TAKEN	
	MASTERY	RECOGNITION	MASTERY	RECOGNITION	MASTERY	RECOGNITION	MASTERY	RECOGNITION
ALLAN	50	0	64	0	82	18	55	0
ALLISON	73	27	100	45	91	0	73	0
ANDREWS	25	5	60	10	62	5	19	0
BARRINGTON	40	20	40	20	80	0	40	0
BLACKSHEAR	73	20	87	33	86	43	73	7
BRENTWOOD	64	45	55	18	100	9	55	0
BROOKE	64	45	64	18	91	18	45	9
BROWN	86	29	88	25	88	38	88	13
GALINDO	100	70	100	90	100	50	100	40
GOVALLE	80	60	100	60	60	20	60	20
HARRIS	75	67	100	50	92	17	75	8
HOUSTON	67	67	80	20	100	60	67	0
LINDER	71	14	100	50	100	69	75	6
METZ	64	21	57	21	100	23	43	0
ORTEGA	42	17	92	17	100	42	42	0
PILLOW	83	67	100	33	100	33	83	17
RIDGETOP	100	82	100	55	100	36	100	27
SANCHEZ	84	53	100	68	100	37	84	11
WOOLDRIDGE	0	0	29	0	29	0	0	0
WOOTEN	70	30	90	40	90	0	50	0
ZAVALA	82	45	91	55	100	42	83	17
AISD	65	34	81	35	87	25	61	7
TEXAS	46	20	67	28	73	16	39	5

Schools testing fewer than five students are not included.

Attachment 9

TAAS 1990-91
Grade 5
Non-Special Education Students
Percentage of Students With Academic Mastery
and Academic Recognition

SCHOOL	WRITING		READING		MATHEMATICS		PASSED ALL TESTS TAKEN	
	MASTERY	RECOGNITION	MASTERY	RECOGNITION	MASTERY	RECOGNITION	MASTERY	RECOGNITION
ALLAN	80	2	42	8	33	6	25	0
ALLISON	85	5	59	30	58	19	51	0
ANDREWS	61	0	51	15	34	3	25	0
BARRINGTON	79	4	62	30	54	13	43	2
BARTON HILLS	90	5	83	64	84	44	77	5
BECKER	79	6	54	26	43	3	34	0
BLACKSHEAR	88	0	64	22	56	6	46	0
BLANTON	82	11	53	21	65	17	45	6
BOONE	80	8	82	45	76	25	63	4
BRENTWOOD	89	13	81	43	67	25	64	5
BROOKE	81	6	64	30	67	6	48	3
BROWN	82	0	59	27	56	6	51	0
BRYKER WOODS	93	15	91	62	83	38	81	11
CAMPBELL	81	12	69	35	62	4	46	0
CASIS	97	19	92	66	93	51	88	15
COOK	64	2	61	25	57	15	40	0
CUNNINGHAM	86	6	70	42	64	22	59	4
DAWSON	82	4	64	18	60	16	54	2
DOSS	96	8	94	64	90	51	83	6
GALINDO	89	8	53	18	53	9	37	0
GOVALLE	85	7	55	25	31	6	30	3
GRAHAM	81	8	69	29	53	22	49	3
GULLETT	97	20	100	69	94	46	91	11
HARRIS	72	6	60	28	51	11	45	0
HIGHLAND PARK	96	14	96	68	89	44	84	12
HILL	97	11	93	66	84	41	81	6
HOUSTON	76	4	51	18	50	13	38	3
JOSLIN	59	6	60	27	54	24	44	3
KOCUREK	80	3	76	38	66	18	53	0
LANGFORD	81	2	74	37	61	14	50	0
LEE	91	12	93	51	79	49	77	7
LINDER	83	7	67	36	57	15	55	4
MAPLEWOOD	69	4	73	35	58	15	58	0
MATHEWS	94	14	86	69	80	57	80	11
MENCHACA	87	5	83	45	79	27	67	3
METZ	88	7	52	26	48	13	40	2
NORMAN	74	0	53	16	30	2	23	0
OAK HILL	94	8	86	50	81	34	76	7
OAK SPRINGS	69	2	49	7	26	0	22	0
ODOM	82	1	70	38	63	20	50	1
ORTEGA	72	6	36	8	44	6	27	0
PALM	93	5	81	42	52	7	50	0
PATTON	96	15	87	52	84	29	79	6
PEASE	94	3	86	57	83	29	77	0
PECAN SPRINGS	81	2	65	25	43	2	42	2
PILLOW	N/T	N/T	N/T	N/T	N/T	N/T	N/T	N/T
PLEASANT HILL	89	3	69	31	58	14	51	0
READ	83	5	78	41	65	25	57	2
REILLY	87	3	80	60	77	27	70	3
RIDGETOP	93	13	56	19	38	6	31	0
SANCHEZ	78	4	53	28	40	9	30	0
SIMS	50	0	35	22	24	3	19	0
ST. ELMO	83	2	69	43	63	20	59	0
SUMMITT	N/T	N/T	N/T	N/T	N/T	N/T	N/T	N/T
SUNSET VALLEY	89	14	76	54	77	36	67	6
TRAVIS HTS	90	11	74	54	68	19	58	5
WALNUT CREEK	80	6	75	24	57	7	50	0
WIDEN	64	1	48	22	35	7	30	1
WILLIAMS	84	3	74	27	64	18	51	2
WINN	64	2	45	13	30	6	22	0
WOOLDRIDGE	83	9	64	38	53	17	49	5
WOOTEN	71	2	53	19	44	13	34	0
ZAVALA	72	3	48	3	50	3	31	0
ZILKER	68	7	62	33	50	17	43	5
AISD	82	6	69	36	61	20	53	3
TEXAS	81	7	70	35	62	18	53	3

N/T - Not tested (school does not have grade 5)

TAAS 1990-91
Non-Special Education Students
Percentage of Students With Academic Mastery
and Academic Recognition

Grade 7

SCHOOL	WRITING		READING		MATHEMATICS		PASSED ALL TESTS TAKEN	
	MASTERY	RECOGNITION	MASTERY	RECOGNITION	MASTERY	RECOGNITION	MASTERY	RECOGNITION
A.L.C.	27	0	9	0	0	0	0	0
BEDICHEK	62	2	53	16	50	12	33	0
BURNET	57	3	49	13	42	8	30	1
COVINGTON	75	5	75	26	74	22	55	2
DOBIE	68	2	57	12	51	13	40	1
FULMORE	68	5	54	22	54	16	42	2
KEALING	76	10	71	35	74	29	61	5
LAMAR	68	7	56	21	54	15	43	3
MARTIN	63	6	56	29	56	14	44	0
MENDEZ	68	1	47	13	53	9	34	0
MURCHISON	75	9	69	30	64	22	53	3
O HENRY	69	7	62	24	55	13	43	3
PEARCE	52	1	45	12	37	5	25	0
PORTER	68	3	62	21	65	17	49	1
AISD	68	5	59	22	58	16	44	2
TEXAS	74	6	60	21	63	16	48	2

Grade 9

SCHOOL	WRITING		READING		MATHEMATICS		PASSED ALL TESTS TAKEN	
	MASTERY	RECOGNITION	MASTERY	RECOGNITION	MASTERY	RECOGNITION	MASTERY	RECOGNITION
A.L.C.	18	0	50	0	9	0	8	0
ANDERSON	73	6	85	41	71	18	61	3
AUSTIN	56	2	82	33	60	11	44	0
BOWIE	73	4	89	38	71	13	58	2
CROCKETT	53	0	82	24	54	7	35	0
JOHNSTON	41	3	67	18	38	6	26	1
LANIER	50	0	74	23	52	5	35	0
LBJ	74	14	80	40	68	22	61	7
MCCALLUM	60	3	84	34	55	13	45	2
REAGAN	46	1	67	19	37	4	27	0
ROBBINS	23	0	70	17	29	3	11	0
TRAVIS	54	3	69	22	42	6	33	2
AISD	57	3	78	29	54	10	41	2
TEXAS	68	5	78	28	59	11	50	2

Grade 11

SCHOOL	WRITING		READING		MATHEMATICS		PASSED ALL TESTS TAKEN	
	MASTERY	RECOGNITION	MASTERY	RECOGNITION	MASTERY	RECOGNITION	MASTERY	RECOGNITION
A.L.C.	N/T	N/T	N/T	N/T	N/T	N/T	N/T	N/T
ANDERSON	90	3	98	54	89	30	83	1
AUSTIN	78	3	94	44	77	19	65	2
BOWIE	89	3	98	48	86	21	78	1
CROCKETT	76	2	93	35	78	22	63	0
JOHNSTON	77	2	80	30	64	12	55	1
LANIER	81	1	89	31	73	14	64	0
LBJ	93	16	91	47	76	29	73	8
MCCALLUM	89	11	95	53	80	34	74	5
REAGAN	77	1	87	26	75	11	63	0
ROBBINS	43	0	71	14	43	14	29	0
TRAVIS	86	4	82	24	72	15	63	1
AISD	84	5	91	40	77	21	68	2
TEXAS	82	5	88	35	76	19	66	2

N/T - Not tested (students at the exit level were taking TEAMS)

Attachment 9

ITBS
Grade 1

SCHOOL	VOCABULARY 90	91	READING COMP. 90	91	MATHEMATICS 90	91	LANGUAGE 90	91	WORD ANALYSIS 90	91	COMPOSITE 90	91
ALLAN	41	33	35	22	33	29	30	39	56	43	41	33
ALLISON	33	24	37	25	34	39	36	38	41	34	38	34
ANDREWS	41	50	46	51	36	63	49	63	51	65	49	61
BARRINGTON	50	30	43	26	39	29	43	35	66	40	47	29
BARTON HILLS	90	84	87	77	97	91	84	77	97	92	97	87
BECKER	64	74	41	59	80	84	49	63	65	81	58	75
BLACKSHEAR	45	56	40	47	35	62	52	55	53	66	40	58
BLANTON	40	53	42	46	48	38	37	51	60	51	41	48
BOONE	60	59	55	59	68	70	54	65	74	69	67	65
BRENTWOOD	60	43	59	28	67	47	49	39	78	55	66	41
BROOKE	22	19	16	15	29	31	31	33	27	32	21	24
BROWN	50	47	47	35	47	37	42	59	65	51	53	45
BRYKER WOODS	65	80	65	81	74	85	54	75	81	89	68	89
CAMPBELL	65	46	54	35	42	60	61	45	63	39	60	48
CASIS	85	79	80	76	95	92	79	77	90	83	91	84
COOK	59	55	49	42	55	45	48	50	66	49	57	50
CUNNINGHAM	61	64	54	53	71	60	51	52	71	69	65	60
DAWSON	26	23	24	17	33	28	27	29	36	28	29	19
DOSS	75	73	72	68	82	76	73	74	85	83	79	78
GALINDO	53	67	46	57	52	60	65	70	61	69	55	69
GOVALLE	64	65	59	54	68	61	66	59	69	67	64	63
GRAHAM	62	61	52	60	54	63	61	65	77	79	63	69
GULLETT	72	77	54	67	76	85	48	48	83	82	71	74
HARRIS	50	61	49	51	32	32	53	53	66	68	52	56
HIGHLAND PARK	80	77	77	77	85	87	81	74	89	88	87	85
HILL	81	88	78	79	84	93	85	83	87	89	88	90
HOUSTON	36	37	36	27	40	26	38	40	47	42	39	29
JOSLIN	67	62	56	53	66	60	76	72	76	82	75	71
KOCUREK	59	51	60	47	51	45	57	49	71	59	62	53
LANGFORD	48	28	45	38	41	43	50	40	60	48	48	38
LEE	59	74	64	67	83	76	65	69	79	80	72	79
LINDER	44	48	43	37	38	40	43	36	62	51	46	38
MAPLEWOOD	72	61	64	46	57	58	70	45	78	71	70	58
MATHEWS	67	72	56	78	59	81	64	66	77	86	70	80
MENCHACA	67	62	59	54	77	68	54	50	81	72	70	61
METZ	41	46	22	46	35	47	31	43	43	76	34	53
NORMAN	41	59	40	44	41	64	42	54	49	52	43	55
OAK HILL	58	62	56	63	79	79	49	52	74	69	62	63
OAK SPRINGS	32	24	24	20	28	34	38	39	55	35	39	28
ODOM	54	53	42	45	49	37	48	43	65	70	51	53
ORTEGA	41	23	35	27	36	23	41	26	67	38	44	28
PALM	63	48	46	41	43	37	43	45	66	56	56	47
PATTON	76	74	72	75	84	75	72	72	86	85	83	79
PEASE	55	73	54	71	59	78	57	69	81	83	59	75
PECAN SPRINGS	38	40	38	36	54	36	30	42	48	33	40	38
PILLOW	65	67	61	67	62	64	61	67	79	80	68	76
PLEASANT HILL	33	47	31	41	38	43	37	51	47	60	38	45
REILLY	44	55	44	52	50	42	52	56	67	65	54	55
RIDGETOP	58	65	33	57	73	84	18	56	52	79	51	69
SANCHEZ	47	31	39	30	50	46	37	28	53	35	46	29
SIMS	25	54	20	41	36	54	26	45	31	69	25	50
ST. ELMO	65	53	58	53	64	63	83	55	81	59	75	54
SUMMITT	61	77	56	71	64	74	43	65	69	81	59	78
SUNSET VALLEY	50	60	52	58	64	67	54	47	66	69	58	63
TRAVIS HEIGHTS	55	60	53	52	62	63	50	46	72	78	62	65
WALNUT CREEK	67	45	61	41	67	42	44	50	78	61	65	49
WIDEN	48	38	38	34	45	41	37	37	62	46	48	37
WILLIAMS	54	54	55	53	63	60	45	55	73	65	60	59
WINN	54	49	44	39	57	53	51	43	63	59	60	48
WOOLDRIDGE	51	51	46	54	35	35	43	55	60	61	44	56
WOOTEN	57	65	56	65	53	54	50	51	65	67	55	64
ZAVALA	33	22	43	29	28	28	47	33	42	26	39	23
ZILKER	57	56	45	59	76	70	45	44	79	76	61	65
AISD	56	57	52	53	57	59	51	53	69	68	59	59

ITBS
Grade 2

SCHOOL	VOCABULARY 90	91	READING COMP. 90	91	MATHEMATICS 90	91	LANGUAGE 90	91	WORD ANALYSIS 90	91	COMPOSITE 90	91
ALLAN	29	43	25	43	48	57	28	51	43	62	32	48
ALLISON	28	28	30	31	46	50	40	43	58	58	39	46
ANDREWS	36	37	37	39	32	55	54	52	42	55	41	47
BARRINGTON	44	27	46	35	50	44	51	38	57	45	50	38
BARTON HILLS	79	79	79	76	82	89	68	79	76	80	85	83
BECKER	50	31	43	30	69	60	59	25	68	34	57	36
BLACKSHEAR	36	27	25	20	37	36	43	28	42	42	30	32
BLANTON	40	48	38	34	45	59	54	28	62	60	54	38
BOONE	62	65	70	70	74	73	63	60	76	74	72	74
BRENTWOOD	54	61	60	71	56	71	58	68	70	72	63	73
BROOKE	70	58	35	34	56	61	71	61	78	73	72	59
BROWN	49	43	51	59	46	46	58	65	53	65	52	57
BRYKER WOODS	69	75	80	80	94	85	79	68	83	76	84	80
CAMPBELL	54	34	41	40	66	43	49	33	27	33	51	37
CASIS	86	89	85	88	92	91	86	83	90	91	93	94
COOK	68	64	61	61	70	79	64	55	66	71	72	72
CUNNINGHAM	54	51	60	59	59	67	53	45	63	54	60	57
DAWSON	47	26	50	29	70	51	44	34	63	52	58	38
DOSS	86	88	84	82	91	90	85	84	85	85	89	91
GALINDO	48	49	57	61	63	75	55	63	63	57	61	64
GOVALLE	54	81	38	45	43	62	55	54	53	68	53	66
GRAHAM	43	47	51	51	58	62	62	62	60	62	60	63
GULLETT	82	81	75	85	75	83	67	63	83	79	82	84
HARRIS	38	52	50	53	54	57	48	63	68	71	55	64
HIGHLAND PARK	85	94	87	87	89	87	80	87	76	85	87	92
HILL	89	88	85	80	91	92	86	74	82	82	91	89
HOUSTON	27	39	36	37	40	57	41	44	34	42	33	43
JOSLIN	69	70	67	68	75	76	70	63	79	67	77	73
KOCUREK	64	53	67	58	71	63	60	51	73	61	68	58
LANGFORD	32	34	40	35	58	45	48	37	52	48	49	41
LEE	82	80	86	82	88	90	76	68	82	82	87	83
LINDER	52	41	55	39	64	62	60	55	62	58	61	52
MAPLEWOOD	41	53	54	61	59	73	52	73	58	70	53	66
MATHEWS	54	83	64	79	72	71	54	68	72	79	63	81
MENCHACA	62	53	75	66	64	67	68	51	64	59	70	62
METZ	32	31	35	28	53	55	36	26	59	55	42	37
NORMAN	22	33	30	33	47	41	43	55	37	48	39	41
OAK HILL	71	66	80	70	80	79	71	63	67	61	78	69
OAK SPRINGS	32	38	33	37	42	69	49	58	62	65	51	54
ODOM	48	46	52	51	46	50	49	54	59	56	51	52
ORTEGA	39	75	37	64	50	67	65	70	66	81	59	73
PALM	43	57	43	63	59	70	46	56	63	66	51	66
PATTON	70	75	81	78	86	85	72	75	79	77	81	82
PEASE	51	76	61	66	70	82	68	63	80	89	70	82
PECAN SPRINGS	22	30	29	32	39	39	37	41	40	51	32	38
PILLOW	65	65	69	75	80	78	62	63	75	72	75	77
PLEASANT HILL	49	52	53	49	63	57	54	51	67	57	59	51
REILLY	45	53	46	65	45	70	50	65	58	69	51	70
RIDGETOP	22	85	26	72	38	85	18	67	23	67	25	76
SANCHEZ	57	49	37	42	47	51	52	49	66	43	54	51
SIMS	36	44	40	38	36	45	49	51	38	48	37	43
ST. ELMO	47	47	58	51	59	61	52	52	67	59	61	56
SUMMITT	82	82	78	77	84	84	72	73	80	82	84	87
SUNSET VALLEY	66	54	72	68	76	77	65	61	73	61	72	67
TRAVIS HEIGHTS	56	57	59	57	53	68	54	42	60	72	62	63
WALNUT CREEK	60	50	75	61	56	50	70	61	78	58	74	60
WIDEN	37	34	41	38	50	59	36	51	50	42	47	44
WILLIAMS	55	56	67	68	65	70	54	61	69	71	64	67
WINN	33	33	29	36	39	40	43	42	42	38	39	39
WOOLDRIDGE	45	42	46	52	41	61	52	63	47	60	51	60
WOOTEN	49	50	50	56	47	59	39	51	63	64	50	54
ZAVALA	36	69	32	63	61	82	38	58	59	81	43	73
ZILKER	80	65	73	68	80	81	60	64	81	76	80	74
AISD	54	55	59	61	65	69	59	59	65	64	63	64

Attachment 9

ITBS
Grade 3

SCHOOL	VOCABULARY 90	91	READING COMP. 90	91	MATHEMATICS 90	91	LANGUAGE 90	91	WORK-STUDY 90	91	COMPOSITE 90	91
ALLAN	30	28	28	26	41	40	61	59	44	43	41	39
ALLISON	30	30	35	29	37	40	60	56	44	37	44	37
ANDREWS	50	44	45	40	47	44	69	69	46	46	55	51
BARRINGTON	31	32	31	36	30	34	49	63	31	38	32	39
BARTON HILLS	80	78	78	69	78	71	80	79	78	79	84	79
BECKER	33	40	34	38	49	46	72	66	49	44	48	50
BLACKSHEAR	30	43	42	40	50	59	51	72	42	52	43	51
BLANTON	29	40	27	38	43	52	50	66	30	45	34	48
BOONE	62	66	61	62	62	60	76	75	65	65	67	69
BRENTWOOD	60	65	52	68	62	63	73	80	58	64	64	71
BROOKE	33	31	27	34	46	48	55	63	34	40	39	42
BROWN	43	37	34	42	50	51	59	71	49	54	49	53
BRYKER WOODS	84	74	83	82	89	84	85	89	84	79	91	85
CAMPBELL	20	26	26	31	33	43	58	53	29	31	32	35
CASIS	81	85	75	84	75	84	81	84	81	84	81	89
COOK	55	48	46	42	48	48	66	71	49	48	55	57
CUNNINGHAM	61	53	56	48	59	56	65	68	60	57	60	58
DAWSON	29	51	31	40	30	43	50	61	39	40	33	47
DOSS	79	88	79	79	93	93	88	88	84	84	88	90
GALINDO	44	46	45	43	53	54	71	67	50	52	55	53
GOVALLE	31	34	32	38	21	37	57	74	31	43	30	47
GRAHAM	47	44	42	38	41	38	59	58	43	42	49	47
GULLETT	80	78	82	74	77	79	84	80	77	81	85	83
HARRIS	34	35	38	37	46	49	62	69	43	53	47	49
HIGHLAND PARK	77	86	79	83	86	86	89	89	84	90	87	90
HILL	79	78	78	81	90	90	92	89	82	85	88	89
HOUSTON	33	30	34	33	40	34	58	53	44	44	45	39
JOSLIN	72	60	63	49	71	50	80	69	67	56	78	56
KOCUREK	57	62	44	57	49	57	64	69	58	60	57	64
LANGFORD	50	40	37	46	43	47	66	68	41	50	47	59
LEE	87	87	86	78	88	84	88	83	86	75	89	86
LINDER	42	41	38	37	34	33	61	52	41	42	46	42
MAPLEWOOD	40	40	46	43	49	61	66	68	55	49	55	54
MATHEWS	63	68	58	68	65	65	83	84	63	74	71	76
MENCHACA	60	65	55	67	62	67	73	78	55	74	64	73
METZ	26	34	31	37	49	53	67	75	41	49	45	50
NORMAN	26	30	24	36	23	47	44	66	30	42	31	42
OAK HILL	68	76	66	73	70	82	77	84	68	81	74	83
OAK SPRINGS	24	21	25	27	19	37	56	65	24	30	28	36
ODOM	56	50	49	44	43	49	62	70	57	55	55	54
ORTEGA	26	43	32	41	39	45	63	73	47	46	42	48
PALM	45	46	45	39	44	40	66	61	53	45	51	48
PATTON	71	69	61	68	67	75	83	84	71	75	75	78
PEASE	60	60	47	58	42	56	67	78	50	62	57	65
PECAN SPRINGS	31	31	33	35	34	45	69	72	37	43	46	48
PILLOW	63	66	69	59	70	64	73	79	65	67	72	69
PLEASANT HILL	45	31	40	30	46	41	64	57	41	40	46	37
REILLY	54	65	52	58	61	66	67	80	58	58	57	66
RIDGETOP	65	35	27	38	51	56	64	81	46	55	48	55
SANCHEZ	57	26	34	24	48	24	74	59	43	25	51	31
SIMS	28	37	31	31	23	30	49	65	34	38	29	41
ST. ELMO	42	39	38	39	42	38	60	59	46	49	45	44
SUMMITT	75	72	74	68	74	74	84	80	76	67	81	77
SUNSET VALLEY	65	72	55	66	60	69	73	71	60	63	66	73
TRAVIS HEIGHTS	53	51	49	42	44	48	67	67	55	53	56	51
WALNUT CREEK	54	56	48	49	51	53	55	75	49	52	51	61
WIDEN	40	42	40	33	44	43	65	62	48	42	48	45
WILLIAMS	51	60	44	52	50	58	70	74	49	66	54	64
WINN	34	32	31	27	32	29	53	54	35	32	40	34
WOOLDRIDGE	36	43	33	43	39	35	58	60	38	51	40	47
WOOTEN	42	48	38	37	44	41	67	61	41	44	43	47
ZAVALA	20	22	19	25	26	48	37	59	24	32	20	34
ZILKER	63	62	69	54	81	72	81	78	69	66	79	69
AISD	53	54	47	49	53	57	69	72	54	56	57	60

ITBS
Grade 4

SCHOOL	VOCABULARY 90	91	READING COMP. 90	91	MATHEMATICS 90	91	LANGUAGE 90	91	WORK-STUDY 90	91	COMPOSITE 90	91
ALLAN	25	27	26	29	29	32	37	48	34	35	27	35
ALLISON	29	27	32	36	43	47	50	49	50	50	41	39
ANDREWS	30	38	36	30	38	31	53	41	40	29	41	34
BARRINGTON	37	45	44	43	39	43	52	44	44	44	42	42
BARTON HILLS	81	79	87	71	90	80	87	83	83	81	89	81
BECKER	35	29	34	32	35	39	50	58	46	42	39	40
BLACKSHEAR	18	24	20	23	29	43	35	63	29	49	24	35
BLANTON	30	33	26	23	33	40	46	42	36	38	32	31
BOONE	60	62	54	57	56	64	62	63	63	68	61	65
BRENTWOOD	52	61	51	52	61	60	69	64	60	59	58	60
BROOKE	29	28	34	28	44	47	42	41	44	36	33	32
BROWN	39	37	46	42	56	42	66	56	49	45	49	41
BRYKER WOODS	71	87	68	84	73	93	74	86	72	90	77	91
CAMPBELL	25	21	28	22	26	35	34	34	23	32	21	29
CASIS	79	76	83	77	82	76	84	76	89	74	87	81
COOK	55	52	48	51	51	60	60	71	56	55	55	57
CUNNINGHAM	49	55	54	67	56	73	59	71	60	70	54	72
DAWSON	30	34	37	35	34	40	46	56	45	47	35	45
DOSS	80	79	82	74	77	84	85	82	82	79	86	83
GALINDO	36	40	35	47	41	49	48	59	40	52	39	52
GOVALLE	28	23	34	22	35	32	49	45	41	34	37	28
GRAHAM	46	48	50	47	44	45	53	52	52	50	49	45
GULLETT	75	80	78	80	69	76	72	81	83	79	80	84
HARRIS	40	39	34	41	31	51	45	60	41	52	35	47
HIGHLAND PARK	80	77	71	75	81	84	77	84	79	86	79	87
HILL	NA	80	NA	76	NA	91	NA	89	NA	89	NA	88
HOUSTON	40	38	43	29	38	36	43	43	44	38	46	36
JOSLIN	60	60	51	66	54	63	47	68	58	70	57	69
KOCUREK	56	58	62	53	63	67	62	70	55	69	62	67
LANGFORD	33	38	50	31	51	34	58	42	49	38	47	35
LEE	71	83	72	79	76	83	69	78	76	86	78	84
LINDER	41	42	48	47	56	49	46	54	48	48	48	46
MAPLEWOOD	54	36	59	26	54	40	55	47	49	48	53	43
MATHEWS	65	72	67	66	75	61	77	74	72	74	74	68
MENCHACA	65	65	64	63	62	71	68	65	69	70	69	69
METZ	30	25	35	31	44	44	54	60	50	48	47	39
NORMAN	41	33	36	26	30	25	53	40	45	31	41	28
OAK HILL	70	67	70	65	66	73	73	75	72	72	75	76
OAK SPRINGS	24	33	25	27	42	39	54	58	42	38	35	35
ODOM	46	46	53	51	49	55	56	52	54	53	54	52
ORTEGA	19	25	23	40	25	37	44	48	30	43	26	35
PALM	46	48	47	52	43	59	55	64	44	59	49	58
PATTON	64	68	67	66	70	71	73	71	75	70	73	71
PEASE	69	68	68	56	58	54	81	72	72	70	73	66
PECAN SPRINGS	30	37	34	33	30	31	54	56	35	40	34	44
PILLOW	NA	59	NA	65	NA	79	NA	74	NA	68	NA	70
PLEASANT HILL	62	59	50	53	58	69	52	72	64	65	63	64
REILLY	59	64	59	71	49	59	60	65	53	66	54	71
RIDGETOP	37	52	30	30	33	44	34	52	43	47	35	43
SANCHEZ	31	36	24	34	38	43	52	61	45	41	36	42
SIMS	22	27	21	22	23	24	23	31	22	19	18	24
ST. ELMO	47	42	52	43	42	34	57	45	54	43	53	41
SUMMITT	NA	71	NA	69	NA	75	NA	80	NA	78	NA	77
SUNSET VALLEY	64	65	68	55	63	60	67	62	67	53	67	60
TRAVIS HEIGHTS	49	60	49	56	42	53	52	54	51	58	52	56
WALNUT CREEK	41	44	41	41	46	47	56	69	48	53	47	55
WIDEN	34	39	33	41	38	37	51	49	42	44	40	42
WILLIAMS	50	52	51	49	64	55	66	59	61	59	60	53
WINN	NA	25	NA	24	NA	21	NA	39	NA	29	NA	27
WOOLDRIDGE	49	51	46	42	48	54	58	66	47	55	51	52
WOOTEN	37	41	40	42	45	45	59	49	51	47	45	44
ZAVALA	17	18	23	18	49	31	42	32	40	24	33	21
ZILKER	54	58	42	61	45	58	61	65	58	52	50	62
AISD	48	51	50	50	51	56	58	62	54	57	53	55

Attachment 9

ITBS
Grade 5

SCHOOL	VOCABULARY 90	91	READING COMP. 90	91	MATHEMATICS 90	91	LANGUAGE 90	91	WORK-STUDY 90	91	COMPOSITE 90	91
ALLAN	24	21	30	23	37	26	39	37	36	29	33	25
ALLISON	26	22	40	36	40	41	50	50	51	43	43	36
ANDREWS	34	30	34	28	35	29	46	37	38	26	37	30
BARRINGTON	42	46	42	41	56	49	61	62	49	47	47	50
BARTON HILLS	75	84	75	83	80	83	81	85	77	79	80	83
BECKER	24	23	24	40	40	42	44	51	46	44	33	41
BLACKSHEAR	17	21	18	25	23	30	30	43	20	32	18	23
BLANTON	33	37	49	39	44	45	46	51	48	46	48	41
BOONE	59	58	56	61	65	64	66	64	63	66	64	67
BRENTWOOD	44	57	54	53	44	60	48	64	51	61	45	58
BROOKE	32	22	38	38	50	54	47	51	46	48	43	42
BROWN	29	28	36	40	43	51	55	45	49	41	43	47
BRYKER WOODS	63	81	57	82	60	87	59	86	61	78	62	87
CAMPBELL	21	20	18	23	27	44	35	49	37	35	26	26
CASIS	82	87	84	85	93	87	93	87	88	85	92	90
COOK	44	45	52	50	50	50	60	58	53	53	52	52
CUNNINGHAM	59	53	65	54	64	53	72	63	67	58	67	55
DAWSON	26	31	38	37	38	37	42	50	31	43	37	38
DOSS	83	82	83	82	89	86	84	86	84	83	87	87
GALINDO	42	32	37	38	32	42	45	49	35	41	37	37
GOVALLE	26	24	29	30	26	20	44	45	39	31	34	29
GRAHAM	59	43	58	46	57	40	62	50	60	51	62	49
GULLETT	80	88	75	87	89	85	86	84	85	89	86	89
HARRIS	27	31	41	35	51	43	50	50	41	45	42	41
HIGHLAND PARK	85	79	83	78	90	84	86	84	82	81	88	87
HOUSTON	31	32	34	36	47	37	50	44	45	43	39	37
JOSLIN	58	57	60	51	60	46	64	47	64	49	62	44
KOCUREK	56	60	58	62	62	61	60	65	62	58	55	62
LANGFORD	45	44	46	54	52	44	52	51	52	51	44	51
LEE	79	78	78	75	85	80	86	83	82	79	85	82
LINDER	28	33	41	44	44	50	53	45	50	44	43	44
MAPLEWOOD	39	55	50	49	55	51	64	53	48	49	49	49
MATHEWS	57	62	51	71	69	78	68	76	65	72	62	75
MENCHACA	62	63	59	63	68	69	63	71	65	68	63	68
METZ	32	26	27	38	35	40	42	49	35	38	30	34
NORMAN	25	41	36	41	31	41	46	55	29	42	24	47
OAK HILL	67	63	63	67	70	70	69	67	69	71	71	71
OAK SPRINGS	21	19	17	29	28	26	30	37	23	34	19	26
ODOM	50	45	47	50	59	46	56	51	55	53	51	51
ORTEGA	24	27	31	24	43	34	46	50	31	26	34	26
PALM	50	45	52	54	46	48	57	63	57	61	52	57
PATTON	74	68	66	68	73	76	77	74	72	74	73	76
PEASE	56	61	46	65	53	67	72	80	66	65	60	71
PECAN SPRINGS	33	24	37	27	37	32	47	41	41	35	39	29
PLEASANT HILL	39	48	40	50	47	46	54	55	53	57	48	50
READ	NA	64	NA	63	NA	66	NA	68	NA	64	NA	68
REILLY	51	73	50	70	68	79	59	75	58	66	56	77
RIDGETOP	21	29	26	30	31	26	43	36	41	37	30	25
SANCHEZ	26	28	36	32	56	47	50	59	41	41	39	39
SIMS	21	19	26	19	35	34	39	30	33	25	31	21
ST. ELMO	43	46	53	54	51	49	62	53	54	46	53	48
SUNSET VALLEY	62	62	63	61	67	72	67	65	66	66	66	67
TRAVIS HEIGHTS	44	53	51	55	34	51	52	57	54	54	50	55
WALNUT CREEK	40	41	41	46	44	64	53	69	46	55	45	60
WIDEN	32	31	41	36	41	34	52	44	44	37	38	36
WILLIAMS	55	49	57	56	59	65	74	72	62	62	61	59
WOOLDRIDGE	36	43	36	50	52	58	62	61	48	53	47	55
WOOTEN	38	35	37	36	40	42	54	40	39	53	43	41
ZAVALA	17	23	23	26	30	49	30	40	25	38	21	33
ZILKER	61	49	64	54	72	41	73	44	65	54	72	51
AISD	47	48	51	52	54	54	59	60	55	55	53	54

ITBS
Grade 6
Elementary

SCHOOL	VOCABULARY 90	91	READING COMP. 90	91	MATHEMATICS 90	91	LANGUAGE 90	91	WORK-STUDY 90	91	COMPOSITE 90	91
Barton Hills	85	68	85	73	86	77	88	80	83	73	92	78
Blackshear	23	16	22	13	26	11	30	20	19	10	16	10
Blanton	28	36	34	28	27	35	35	38	27	28	28	34
Bryker Woods	70	54	75	54	64	48	65	52	66	58	67	51
Campbell	19	24	15	27	31	53	32	51	23	42	22	38
Casis	78	83	79	87	81	78	81	85	83	77	86	84
Doss	78	77	79	77	86	83	85	80	78	82	83	83
Lee	66	74	64	77	71	76	73	78	71	76	73	78
Maplewood	33	47	32	47	31	40	41	55	42	42	34	48
Mathews	62	60	52	65	58	73	59	71	59	71	57	69
Metz	19	21	21	26	28	35	33	41	28	32	23	30
Pease	52	61	51	65	42	66	57	84	40	65	48	73
Sanchez	32	22	33	30	49	41	53	46	48	34	40	32
Zilker	52	58	54	64	60	65	66	63	62	59	56	64
AISD	49	56	53	58	59	61	62	67	57	59	58	62

ITBS
Grade 6
Middle School

SCHOOL	VOCABULARY 90	91	READING COMP. 90	91	MATHEMATICS 90	91	LANGUAGE 90	91	WORK-STUDY 90	91	COMPOSITE 90	91
ALC	NA	17	NA	11	NA	12	NA	28	NA	23	NA	14
Bedichek	49	46	49	44	49	46	53	51	51	47	51	48
Burnet	34	33	34	34	34	35	40	40	33	39	34	36
Covington	62	57	61	56	64	64	61	63	60	59	63	61
Dobie	39	40	40	38	41	44	48	54	47	45	44	44
Fulmore	40	41	44	42	44	43	47	50	46	41	44	43
Lamar	46	49	46	47	45	45	55	56	44	46	48	49
Mendez	34	35	36	36	34	34	40	47	36	38	37	37
Murchison	49	54	54	52	52	53	56	60	56	57	55	55
O.Henry	43	42	48	44	48	48	60	53	47	53	48	50
Pearce	29	29	31	28	34	28	39	37	31	25	30	27
Porter	47	47	45	46	47	45	51	54	46	46	49	46
AISD	44	43	45	42	44	44	50	51	46	45	46	45

ITBS
Grade 7

SCHOOL	VOCABULARY 90	91	READING COMP. 90	91	MATHEMATICS 90	91	LANGUAGE 90	91	WORK-STUDY 90	91	COMPOSITE 90	91
ALC	NA	24	NA	15	NA	14	NA	19	NA	8	NA	12
Bedichek	46	46	47	47	47	40	55	55	51	50	51	50
Burnet	42	34	44	39	32	28	52	48	42	38	42	37
Covington	60	58	62	64	56	59	68	64	64	62	65	63
Dobie	41	35	42	37	38	34	52	46	42	42	44	38
Fulmore	41	42	44	44	36	43	53	55	41	43	45	46
Kealing	66	62	71	67	75	69	77	72	75	68	76	70
Lamar	46	44	47	45	45	39	55	60	45	42	51	47
Martin	56	49	61	51	56	45	68	58	59	50	64	55
Mendez	36	37	37	41	30	36	48	50	37	41	36	42
Murchison	50	54	52	55	49	53	61	64	52	56	54	59
O.Henry	42	45	47	47	35	44	56	61	50	47	47	51
Pearce	34	29	29	34	27	28	40	44	33	33	29	32
Porter	47	47	46	50	43	47	55	58	46	49	47	55
Robbins	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
AISD	48	46	48	48	45	44	58	56	49	49	52	50

NA - Not available (no students tested at this grade)

ITBS
Grade 8

SCHOOL	VOCABULARY 90	91	READING COMP. 90	91	MATHEMATICS 90	91	LANGUAGE 90	91	WORK-STUDY 90	91	COMPOSITE 90	91
ALC	NA	13	NA	11	NA	11	NA	20	NA	16	NA	10
Bedichek	47	45	50	52	47	50	54	56	53	57	50	52
Burnet	40	38	48	48	40	37	53	56	50	46	48	46
Covington	72	64	62	66	59	58	70	75	63	65	67	68
Dobie	36	36	40	39	41	38	54	49	48	46	45	42
Fulmore	46	44	55	54	46	42	63	61	57	56	57	53
Kealing	54	66	61	72	49	72	65	78	58	74	60	78
Lamar	46	49	55	53	49	47	63	61	53	52	55	51
Martin	53	59	59	66	48	61	64	71	59	63	59	70
Mendez	29	30	36	37	29	34	43	41	35	35	32	34
Murchison	50	55	59	59	58	55	69	65	61	63	60	63
O.Henry	41	39	47	49	37	40	58	60	48	55	48	49
Pearce	34	27	44	36	35	26	49	35	45	31	42	27
Porter	47	45	56	51	50	45	68	63	57	49	56	51
Robbins	13	18	20	18	14	17	24	24	18	17	15	15
AISD	46	46	50	53	44	46	58	60	52	54	52	53

NA - Not available (no students tested at this grade)

TAP
Grade 9

SCHOOL	MATHEMATICS 90	91	READING COMPREHENSION 90	91	WRITTEN EXPRESSION 90	91	USING SOURCES OF INFORMATION 90	91	SOCIAL STUDIES 90	91	SCIENCE 90	91	COMPOSITE 90	91
ALC	21	10	24	13	26	16	31	22	44	13	38	16	31	15
Anderson	68	67	72	64	73	70	77	72	70	68	81	74	75	71
Austin	55	56	64	57	61	56	65	63	61	58	70	70	68	63
Bowie	61	59	67	65	67	65	68	67	62	61	74	73	70	67
Crockett	44	44	54	48	51	46	53	53	51	47	60	57	55	51
Johnston	36	34	43	41	46	45	44	43	43	39	43	42	43	41
Lanier	41	41	46	47	51	51	51	53	51	49	60	56	51	51
LBJ	67	67	72	71	72	71	74	72	76	70	83	78	79	75
McCallum	46	53	60	59	56	60	56	62	54	57	63	63	60	64
Reagan	38	40	45	44	54	47	45	43	43	42	48	47	49	44
Robbins	15	22	34	28	31	23	24	37	29	30	24	39	25	31
Travis	38	37	48	47	48	47	44	45	43	41	43	46	45	45
AISD	48	47	58	53	56	54	58	57	54	52	61	60	59	58

TAP
Grade 10

SCHOOL	MATHEMATICS 90	91	READING COMPREHENSION 90	91	WRITTEN EXPRESSION 90	91	USING SOURCES OF INFORMATION 90	91	SOCIAL STUDIES 90	91	SCIENCE 90	91	COMPOSITE 90	91
ALC	29	28	34	36	26	28	18	33	17	26	16	26	22	39
Anderson	73	75	72	75	73	74	77	79	71	71	80	82	75	77
Austin	71	69	73	70	70	67	80	75	75	66	78	74	76	72
Bowie	68	63	71	62	68	61	72	70	63	63	71	71	69	66
Crockett	53	55	58	54	57	56	61	61	56	53	59	64	58	58
Johnston	48	46	56	49	49	51	53	50	47	48	46	50	54	53
Lanier	48	53	52	59	55	59	55	59	48	52	58	59	55	58
LBJ	61	74	64	71	61	74	71	72	61	71	67	82	66	77
McCallum	64	64	70	71	68	66	73	70	68	67	70	72	69	69
Reagan	50	50	51	51	54	53	53	53	46	45	53	56	55	54
Robbins	29	20	32	26	36	25	20	32	30	25	24	21	26	27
Travis	49	41	53	47	49	45	47	51	48	46	47	49	52	48
AISD	60	59	63	61	62	61	66	65	58	58	64	67	62	62

TAP
Grade 11

SCHOOL	MATHEMATICS 90	91	READING COMPREHENSION 90	91	WRITTEN EXPRESSION 90	91	USING SOURCES OF INFORMATION 90	91	SOCIAL STUDIES 90	91	SCIENCE 90	91	COMPOSITE 90	91
ALC	41	34	68	59	45	17	24	41	19	48	13	53	34	38
Anderson	78	75	71	74	75	71	75	77	70	75	80	82	74	76
Austin	71	75	72	75	73	77	74	77	72	78	76	81	72	76
Bowie	68	68	65	68	62	59	68	70	63	64	64	64	62	64
Crockett	60	60	64	59	56	56	60	68	56	60	58	62	57	60
Johnston	41	53	45	57	45	53	44	54	41	52	38	54	41	51
Lanier	57	59	54	53	53	53	60	62	57	52	57	52	55	54
LBJ	67	65	70	61	68	65	69	70	70	63	76	73	69	65
McCallum	70	69	74	70	74	72	71	74	76	74	72	71	74	71
Reagan	60	53	58	49	58	50	61	54	57	45	59	51	56	50
Robbins	21	30	27	22	28	20	31	28	34	22	30	22	28	18
Travis	45	49	48	48	50	46	54	52	44	43	50	43	48	48
AISD	64	64	63	62	60	60	64	68	62	63	63	65	61	62

TAP
Grade 12

SCHOOL	MATHEMATICS 90	91	READING COMPREHENSION 90	91	WRITTEN EXPRESSION 90	91	USING SOURCES OF INFORMATION 90	91	SOCIAL STUDIES 90	91	SCIENCE 90	91	COMPOSITE 90	91
ALC	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Anderson	66	72	60	64	58	63	64	70	54	62	58	74	55	63
Austin	75	71	73	67	78	73	74	72	67	65	72	69	72	65
Bowie	60	60	60	56	59	47	66	58	60	49	61	51	57	48
Crockett	57	54	62	58	58	51	65	59	57	55	57	59	56	51
Johnston	33	34	35	39	37	40	36	43	33	40	28	35	33	37
Lanier	49	56	49	47	46	46	53	48	47	44	47	47	46	43
LBJ	66	64	56	60	56	62	57	65	59	54	52	73	53	62
McCallum	59	70	62	69	61	68	61	64	57	67	57	64	55	65
Reagan	50	47	49	41	48	46	49	48	43	40	42	44	43	43
Robbins	26	21	31	21	30	25	21	26	24	27	16	26	25	29
Travis	52	41	52	44	44	42	52	47	48	43	44	41	46	41
AISD	57	59	58	55	56	53	60	59	51	49	52	54	52	52

1990 SAT Scores

School	Number Tested	Verbal	Mathematics	Total
Anderson	203	438	503	941
Austin	235	488	533	1021
Bowie	290	429	472	901
Crockett	167	426	465	891
Johnson (LBJ)	152	468	522	990
Johnston	46	404	441	845
Lanier	139	401	456	857
McCallum	135	481	533	1014
Reagan	119	384	439	823
Robbins	4	445	413	858
Travis	77	410	468	878
AISD	1572*	439	489	928
State	----	413	461	874
National	----	424	476	900

*Number reflects 5 students who did not indicate school.

1990 ACT Scores

School	Number Tested	English	Mathematics	Composite
Anderson	46	20.6	20.3	20.8
Austin	80	22.4	21.5	22.3
Bowie	60	21.3	21.2	21.5
Crockett	39	21.2	21.3	22.0
Johnson (LBJ)	63	19.0	19.2	19.4
Lanier	32	19.1	20.0	20.1
McCallum	77	22.5	21.7	22.6
Reagan	45	18.3	19.4	19.0
Travis	63	18.1	18.6	18.9
AISD	526	20.4	20.4	20.8
State	---	19.8	19.4	19.8
National	---	20.5	19.9	20.6

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1989-90 annual performance report. Austin, Texas: Department of Management Information (Pub. No. 90.MO1), Austin Independent School District, December, 1990.

Achievement profiles, 1989-90. Austin, Texas: Office of Research and Evaluation (Pub. No. 89.37), Austin Independent School District, August, 1990.

Six of one is greater than half a dozen of another: strange phenomena in achievement test results, 1987-88. Austin, Texas: Office of Research and Evaluation (Pub. No. 87.27), Austin Independent School District, January, 1988.

Student achievement in 1989-90. Austin, Texas: Office of Research and Evaluation (Pub. No. 89.36), Austin Independent School District, July, 1990.

Use of testing/evaluation information for school improvement (AERA) 1987-88. Austin, Texas: Office of Research and Evaluation (Pub. No. 87.30), Austin Independent School District, January, 1988.

The following publications and others related to achievement testing are available from the

Office of Research and Evaluation (ORE),
Austin Independent School District,
1111 W. 6th Street
Austin, Texas 78703-5399

Brochures

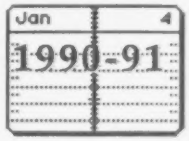
Iowa Tests of Basic Skills, your child's scores in basic skills, AISD grades 1 and 2, 1990-91. Austin, Texas: Office of Research and Evaluation (Pub. No. 90.14), Austin Independent School District, April, 1991.

Iowa Tests of Basic Skills, your child's scores in basic skills, AISD grades 3-6, 1990-91. Austin, Texas: Office of Research and Evaluation (Pub. No. 90.14), Austin Independent School District, April, 1991.

Iowa Tests of Basic Skills, your child's scores in basic skills, AISD junior high schools, 1990-91. Austin, Texas: Office of Research and Evaluation (Pub. No. 90.14), Austin Independent School District, April, 1991.

Tests of Achievement and Proficiency, your scores in basic skills, AISD high schools, 1990-91. Austin, Texas: Office of Research and Evaluation (Pub. No. 90.14), Austin Independent School District, April, 1991.

Testing Dates



Metropolitan Readiness Test
September 4-14*
Grade 1

TAAS/TEAMS
October 16-18
Grades 3, 5, 7, 9, and 11 (Exit Level)

TAAS/TEAMS Exit-Level
April 2-4
Grades 11

ITBS
April 23-25*
Grades 1-8

TAP
April 30-May 1*
Grades 9-12

* Make-up testing for ITBS, and MRT was conducted during the 5-7 days after the regular administration. TAP makeups were administered April 27 and May 4. There are no makeups for TAAS/TEAMS.

Who's Tested and Reported in Summaries?

Students Not Included in Testing

Special Education:
Special education students whose Admission, Review, and Dismissal (ARD) Committee determined that they should be exempted from all or part of the ITBS or TAP testing.

Limited English Proficient (LEP):
After administration of the first subtest, LEP students who were dominant or monolingual in a language other than English could be excused from other tests if in the teacher's judgment the students could not understand English well enough to answer about one out of four items correctly (a chance level).

Scores Not Included in Achievement Summaries

Students' scores were excluded from achievement summaries under the following conditions.

ITBS and TAP

Special Education: Scores for special education students who received one or more hours (grades 1-6) of education services per day, or who took the test for experience only.

Limited English Proficient (LEP): Scores for students who were monolingual or dominant in a language other than English (LEP categories A and B.)

Other: Scores for individual tests which the teachers invalidated because they were not completed due to extenuating circumstances.

TAAS/TEAMS

Special Education: Scores for special education students who took the test even though exempted by their Admission, Review, and Dismissal (ARD) Committee or took the test for experience only.

Invalid: Scores for individual tests which the teacher marked DO NOT SCORE because of a circumstance which makes the scores invalid.

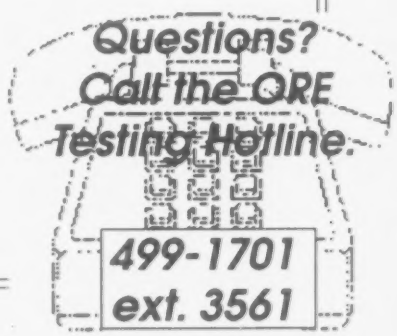
Notes

The Calculation of Median Scores
The median scores (percentile and grade equivalents) were calculated by determining the point which divides the ranked scores into halves. The procedures used for calculating this interpolated point on a continuum can be found in the 1981-92 Systemwide Evaluation Technical Report (ORE Publication Number 81.24, Appendix E).

Comparisons to Reports from Previous Years
In 1986-87 and 1987-88, results for grades K, 1, and 2 were reported in 1985 norms and grades 3-12 in 1982 norms. In 1988-89, all scores were reported in 1985 norms. Beginning in 1989-90, 1988 norms were used. All previous years scores were recalculated using 1988 norms for this report. The median percentile and grade equivalent scores presented here are calculated independently using 1988 norms for all grade levels. Each year some test records are updated by adding missing student information.

Anomalies
Over the past years, ORE staff members have noted several anomalies which may be present in achievement test data. For more information on anomalies in achievement data, please refer to ORE Publication Number 81.60, Anomalies in Achievement Analyses and ORE Publication Number 87.26, Six of One Is Greater Than Half a Dozen of Another: Strange Phenomena in Achievement Test Results.

Rounding
Numbers reported here are rounded to the most appropriate decimal place. Rounding can cause some calculations to appear to be incorrect. Total group medians and gains for groups are calculated independently rather than summed from previously rounded numbers.



Austin Independent School District

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